Volume 62
Number 2
Autumn 2024
Editor: Adriane M. F. Sanders

Editor's Column: Broken Record, or a Truth That Bears Repeating? (<u>Both? Both.</u>)

Adriane M.F. Sanders

Ahhh, the fall issue! Here in Tennessee, we've finally gotten a little crispness to our mornings (although it's still likely to warm past the point of comfort throughout the day). After a full Saturday of family yard work, I'm writing this on a slow-start Sunday morning. Today, the hubs is out having some much needed solo hobby time while I, the kiddo, and the doggo have returned from our coffee run and neighborhood drive. Spotify has suggested "jazz standard big band Sunday" for me, and it's hitting just right (Mingus, Hancock, Coltrane, take me away!). We're all draped across various spots on the couch. It's downright idyllic—as long as you don't look too closely or turn your head.

Allow me to expand the view for you: A dapper skeleton in a cape hangs from the mantel in front of us because we started getting the fall decorations out 2 weeks ago, but only because my daughter wanted to decorate her room for Halloween (that was Sept. 22 😳). So now this skeleton hangs in utter confusion against the summertime bird canvas also still on the mantel, right behind a cute illustration of a cat my child got (I don't know, 6 months ago?) that we neither framed nor removed the price sticker (on the front of course). There's two tv trays set up from last night's takeout dinner; couch pillows on the floor; a bathroom trashcan to collect all the snotty tissues the kid is going through. Our dining room is a separate room that holds all the remaining fall decorations with an unusable table, littered with literally everything else I managed to move off the kitchen counter over the course of this *month*. As I think about moving from this couch, I don't because: laundry. cat yak. clutter. dried play-doh. don't even ask about the state of my floors or blinds. Perhaps you're thinking, "yeah, sometimes that happens so you can be on top of other things, like work!" To open my computer this morning, I had to promise myself I would close all my other apps because I have an avalanche of feedback I owe my students, because I had to prioritize some impromptu program recruitment tasks, SIOP submissions, a client deliverable, a campus proposal (that has taken so many more meetings, drafts, and conversations than we anticipated and still know it will likely be gutted and reassembled until it is unrecognizable–what would Vroom say about me plugging along with maxed out valence but zero expectancy or instrumentality?).

I have been doing the same kind of work for over a decade and *somehow* I still have the deep rooted belief that one day I will "catch up." Ok, ok, I know! It's a pipedream! And if I could just let it go, I would be better for it! Well, if I could let go of that *and* figure out how to manage all the competing priorities. There are too many, and they all seem to have the same level of urgency and importance, and who has the time to make an Eisenhower matrix anyway in the midst of all that stuff I listed above? Lately I've been thinking about how it's all too much. Too much stuff in the house to sort, store, clean–but googling "minimalist" living just makes me jealous and overwhelmed in a new way. Too much paper pushing, email checking, administrative obligations, committee work–but googling "how to start a commune"

(for recovering academics) reads an awful lot like starting your own consulting firm, blech. So, I think rather than being in the weeds, trying to sort and triage at the task level, I need to revisit my own org-level strategy—what is *my* mission? *My* vision? If I can remind myself of those, perhaps the "order" of all the individual tasks will become more clear. I know I must sound like a broken record, but here's an interesting thought: What if feeling like you've been in this spot before, said these things before, isn't an indicator of *still not having "it" figured out* (which brings with it a complimentary side dish of shame and guilt) but rather a recognition of the typical ebbs and flows. A reminder that any good organizational strategy and performance management system needs a built in timeline/process for review: Are goals still aligned with strategy? Are tasks aligned with goals? Of course this sounds fairly simple–get those sorted and everything will fall into place. But there will still be competing demands within those tasks even if they are well-aligned to strategy. What then?

Well, something I did this week was reach out to my students to let them know how overwhelmed I was. I was completely transparent. I didn't have an agenda, I just spoke my heart, complete with awkward pauses and lots of rambling (*what, you thought this column was the only place I rambled?*). It was 20 minutes of complete vulnerability that I forced myself to share despite feeling very anxious about it. I've talked about this kind of transparency and vulnerability before; how many of us never had mentors who modeled or shared any aspects of their own personal overwhelm (Editor's Column, Winter 2023). I absolutely think this lack of transparency is a major reason why so many of us feel like imposters or less-than when we have these incredibly natural and universal experiences. And ya know what? Sharing all this with my students, in an unfiltered and unpolished way, really did something to move that crushing weight off my shoulders. It didn't move the load of work into a more manageable place, but I didn't realize how much the emotional load was blocking me. I had certainly vented and lamented with my support network of peer friends, but I had not realized the power of opening up to my students specifically. In hindsight it makes sense given that I had the most guilt connected to how I (perceived I) was letting them down. By letting go of the additional effort of impression management and emotion regulation, I had opened a narrow corridor to just take the next step on the actual work tasks. The number of incredibly thoughtful, kind, often equally vulnerable, messages of thanks, support, and encouragement from so many of my students, made my heart swell and reassured me that being whole and real with people you care about and respect just feels right. No, it is not a student's responsibility to motivate their professor, but isn't this part of what we teach in LMX theory? What whole human doesn't need to know that they are still good, still *more-than*, even when they struggle? I hope my students (and colleagues, and department chair, etc.) feel it when I'm trying to reflect that sentiment right back to them.

…

Now, if you're still reading, I want to share a couple of fun developments for *TIP*! We have officially chosen the incoming editor! Please join me in welcoming **Myia S. Williams**! She has extensive experience (in fact, dual appointments) in practice and academics, a track record of applied research at the intersection of I-O and tech (e.g., AI, automation), inclusive org culture, upskilling, and a variety of occupational health topics, plus a passion for training the next generation of leaders in our field. She is an excellent choice to represent the varied interests of SIOP members and steer *TIP* into

its next era. She has jumped right into this new role, already assisting with goal setting, committee reports, and innovative, yet actionable, ideas about the future of this publication. And we couldn't be more excited to help her make these ideas a reality when she fully takes the helm after the 2025 annual conference!

I also want to draw your attention to a little idea our esteemed staffer, Jen Baker, and I cooked up, called *Timeless TIP*! *Timeless TIP* is a way to spotlight and reflect on past columns and articles from the archives, and help them reach the eyes of newer *TIP* readers. These reprints will be clearly labeled and will feature a little introductory note from yours truly. We don't have a set rule as to how many of these will occur each issue, but for this first round it was so hard to choose just one or two, so you've got four. If you would like to recommend a past article to be featured, please email me at siop.tip.editor@gmail.com.

And if you haven't heard it recently, THANK YOU. Thank you for all the hard work you're doing–not the stuff everyone knows you're doing or expects you to do, but all that *other* stuff you do. Thank you for the effort you put in that may be less visible but makes others' lives (students, family, friends, colleagues, total strangers) just a little bit easier, or makes their goals a little more attainable, or just shows another whole human a little bit of kindness. I hope you feel it returned to you tenfold![*]

President's Column

Alexis Fink
Meta

A few years ago, I got pretty excited when I-O psychology was flagged as one of the fastest growing professions in the US. As a long-time I-O psychology practitioner, it felt like the power and impact I've seen in applying scientific approaches and data-centered approaches to work in organizations was finally getting the broad appreciation it deserved as a lever to both improve organizations and support workers. The work we in I-O do makes organizations more effective, more efficient, and more fair. Those are terrific outcomes!

The excitement and attention to these opportunities—and the parallel technological advances over the past couple of decades—have created a tsunami of activity and a lot of newcomers to the kinds of work we've traditionally done.

Although I am thrilled to see greater attention to data regarding HR processes, and thrilled to see the high demand for the kinds of questions I-O psychology addresses getting more attention in organizations, I'm anxious about the quality of much of what I see out there. A nontrivial portion of the landscape violates key principles that we as I-Os hold dear—considerations around validity and fairness and privacy, for example. Data scientists think about validity differently than I-Os do; we may use the same words but mean different things. Engineers may have little awareness of employment law. Developers may consider any variable that improves prediction to be fair game, with little regard for job relatedness. Easier, more powerful statistical packages and coding languages can lead well-meaning but inexpert people to apply inappropriate analytics. The need to protect intellectual property and competitive advantage makes what's "under the hood" of many of these new solutions pretty opaque.

SIOP, as the premier voice for I-O psychology, has a key role to play in elevating good practice and advocating for good practice. This is in keeping with our role supporting both organizations and workers and, by extension, society. This is a role that the I-O community has played for decades, and one we continue to play through work like the recent SIOP Considerations and Recommendations for the Validation and Use of AI-Based Assessments for Employee Selection. The need now is even greater and broader. Our expertise in spaces like measurement and ethics are critical as society works to balance intersecting priorities such as scale and efficiency as well as validity, fairness, data security, and privacy.

There is a lot we, as individuals and as a professional society, can do to influence regulatory bodies and organizations: from macro level endeavors like the Considerations and Recommendations document referenced above and our governmental advocacy work, to more local efforts where I-Os partner with colleagues, whether internal or external, to support thoughtful decisions around HR projects and programs.

Tara Behrend's presidential theme was "Rigor, Relevance, and Reach," and I am carrying that theme forward. For decades, the SIOP community has been a champion of rigor, and the relevance of what we do is only increasing as data become more available and public interest in our work increases. The Executive Board and professional staff have exciting plans around expanding reach and elevating good practice in service of good outcomes for organizations and workers.

Max. Classroom Capacity: Trumped Up Teaching II! Lessons From the Past 8 Years of US Presidential Politics for the I-O Psychology Classroom

Loren J. Naidoo
California State University, Northridge

Dear readers,

About 8 years ago I wrote a Max. Classroom Capacity column on the classroom fodder that the 2016 US presidential election provided to I-O psychology instructors. At the time I am writing this column, the 2024 election is still about a month away. By the time you read this, hopefully the results will be known and accepted. Below I revisit the issues that I discussed back in 2016 and add some new ones that have arisen since. In doing so, it struck me how much has changed, and yet at the same time, how much has not. One thing that has remained is my view that US political discourse can offer a valuable means of engaging students in I-O psychology principles and concepts, though not without some pitfalls. Below I share my experiences, both good and bad, in discussing these issues in my classes over the past 8 years.

Many students have very strong views of political figures and issues, in different directions, which is like an elevator that can boost student engagement in the course material. At the same time, great care must be taken not to alienate students, put them on the defensive, or create a classroom climate where students are afraid to say anything that may offend someone. I have found that making the following statements helps to set the right tone for a discussion of such fraught political issues (adapt these as best fits your own situation):

i. It's not my intention to take sides, though I also won't pretend that I am unbiased.
ii. Here are my biases… (I am a Canadian-born progressive who is a registered independent voter in the US, and a leadership researcher fascinated by political leadership).
iii. For a democracy to function, we don't all have to have the same views on political issues, but we do have to be able to talk about them with each other in a respectful manner.
iv. Politics offer much shared experience with which to learn about key concepts and principles of I-O psychology.

Let's get to the issues!

1. Selection Decisions

In 2016, I highlighted some of the differences between how I-O psychologists would recommend that organizations select leaders and how we select presidents. The discrepancies are perhaps even more glaring now. The timeframe in 2024 is more compact given how recently Kamala Harris became the Democratic Party candidate. At this point, the presidential candidates have debated each other only once. Consequently, many voters may feel like they are operating with a deficit of information concerning Harris as a candidate. On the other hand, arguably, voters know a lot more about Donald Trump as a candidate than they did in 2016. Here's a comparison of a few key differences.

2016: Trump was a political outsider, having never held an elected office, but was well-known as a reality TV star and businessman; he adopted an economically populist message focused on renegotiating trade deals, building a wall with Mexico to stop illegal immigration, and repealing Obamacare; he faced stark opposition from many Republican Party officials.

2024: Trump now has a 4-year track record as president of the United States (POTUS) in which he enacted anti-immigrant policies (including a policy of separating immigrant children from their families) and renegotiated NAFTA; he was unable to build a wall across the southern border or repeal Obamacare, as he had promised; party officials largely support Trump's candidacy; he is fully integrated into the Republican Party—indeed his daughter-in-law now co-chairs the Republican National Committee.

2016. *Before* he won the 2016 election, Trump claimed that the election was rigged and that large scale voter fraud was happening.
2024. After losing the 2020 election Trump claimed that he won and is currently under indictment for working to overturn the election results, including in relation to the violent January 6 protests/soft coup attempt.

2016. Trump started his campaign by describing immigrants as rapists and criminals.
2024. Trump recently claimed that Haitian immigrants in Ohio are eating peoples' pets (more on this later) and is calling for mass deportations of immigrants.

2016. Audio of Trump saying that women allow "stars" like him to do anything to them, including grabbing them by the genitals, was released 1 month before the election; it was also widely reported that Trump had gone backstage at a Miss Teen USA pageant while its underage female contestants were changing.

2024. Trump has been found liable for sexually assaulting a woman in a department store; Trump was convicted of felony crimes in relation to a series of hush money payments to a porn actor with whom he is alleged to have had an affair prior to the 2016 presidential election; Trump appointees to the supreme court helped overturn Roe v. Wade, the case that protected a woman's right to an abortion.

In 2016 Clinton had several scandals, including calling half of Trump supporters a "basket of deplorables" and an on-again, off-again FBI investigation of her use of a private e-mail server as Secretary of State. In contrast, Harris does not appear to be saddled with any major scandals.

It was inconceivable to many people that a candidate with as much baggage as Trump had in 2016 could be elected. It may seem even more inconceivable that Trump, with even more baggage in 2024 including numerous indictments and a criminal conviction, could be re-elected. Fans of The Princess Bride movie will appreciate the ironic use of the word "inconceivable."

There is little published research of which I am familiar on the impact of such "red flags" on selection decisions (c.f. Wechtler et al., 2022). Students may benefit from a discussion of how a candidate with a background of scandals or allegations of misconduct might be evaluated for an executive leadership position. There are historical examples of scandal-plagued executive leaders (e.g., Elizabeth Holmes of Theranos, Martin Shkreli of Turing Pharmaceuticals, Ken Lay of Enron), but typically their tenures ended shortly after the scandals came to light. It seems, again, inconceivable that a job applicant with a background like Trump's would be hired as executive leader in a work organization.

One argument by Trump supporters is that despite the scandals and negative media coverage in 2016, Trump was a successful president who improved their lives, which were otherwise unaffected by all the "noise" concerning his perceived character flaws. This raises the question of what we want from our presidents, or, said differently, what KSAOs we should try to select for? US citizens may have a variety of answers to this question. Or perhaps people simply prefer one candidate over the other and whatever qualities their candidate has are retrofitted into a rationale for supporting that candidate. It seems like a small part of the discussion of presidential candidates involves specific qualifications for the job (KSAs)

as opposed to values and character (Os). Many of the cognitive biases that we often discuss when teaching personnel selection might be introduced to students in this way too.

2. Attitude Measurement and Behavior Prediction

The predictive validity of political polling to assess attitudes and behavioral intentions remains a fruitful discussion topic in a psychometrics class. Whether polls will be more accurate this year compared to 2016 and 2020 remains to be seen. I-O psychologists' focus on principles of validity and reliability provides a valuable framework for evaluating assessments. They may also help our students evaluate and consume media as well. In one of my undergraduate classes on leadership, we discussed the Harris v. Trump debate that had just happened. I showed several video clips from the debate, including one in which Trump alleged that Haitian illegal immigrants in Springfield, Ohio were eating peoples' pets. When I mentioned in passing that there was no evidence to support this claim, to my surprise, a student protested that there was video evidence to support the claim. The student said they had themselves watched videos of immigrants "with fur in their mouths" and that we should not discount this possibility just because a debate moderator said it was false. This was a curveball that I'm not sure I handled perfectly. Perhaps I should have asked the class to weigh in on the validity and reliability of videos found on social media before providing my thoughts. However, I did not want the student to be ostracized or attacked by their classmates. As a scientist and I-O psychologist, my urge was to "Yes, but…" the student, but I also knew that "correcting" the student's views in that moment would likely elicit a defensive reaction that might undermine their willingness to participate and engage in the class in the future. As an instructor, I feel like it is more important to make students feel included and heard than to point out how wrong they are. You may feel like you've done your moral duty, but the student is unlikely to internalize the feedback. I responded that, yes, video evidence can be useful, but videos can also be taken out of context or faked, and leaders and managers should not make public statements describing as fact a claim for which they do not have good quality evidence or about which they are not certain. I pointed out how this aligned with our prior discussions around cases in which students were asked to make managerial decisions based on information that varied in quality, ranging from hard data (e.g., sales are decreasing) to rumors (e.g., I heard that the sales manager is a bad motivator). I was grateful that shortly after the class the student reached out to me to share the video that was referenced (it was *not* evidence of Trump's claim). This gave me a chance to express my gratitude to the student for contributing to the class discussion and to recommend several nonpartisan, fact-checking websites. Fake media is a problem likely only to be exacerbated by AI-generated audio and video, raising important epistemological questions that are relevant to the teaching of I-O psychology: How do we know anything? How do we evaluate the quality of evidence? How do we verify that our interpretations of our data are correct?

3. Issue Framing and Decision Making

In 2016, I discussed the candidates' framing of issues and how this related to Tversky and Kahneman's seminal work on how problem framing impacts decision making. Issue framing is just as interesting in 2024, with, for example, considerable attention being spent on Harris' and Democratic vice-presidential candidate Tim Walz' framing of Trump and Republican vice-presidential candidate J. D. Vance and their policy preferences as "weird." This framing may be intended to tar the Republican candidates as outgroup members whose views are extreme and don't align with those of the ingroup. Trump's rhetoric concerning immigrants arguably has become even more extreme in 2024, having recently called illegal immigrants "animals" and "not human" (Layne et al., 2024). This may serve to identify an outgroup as a scapegoat for multiple societal problems experienced by the ingroup. Although it's difficult to imagine corporate leaders using such extreme language, these examples are a stimulating way to introduce to students the idea that corporate leaders may purposefully frame issues in ways that motivate their followers in particular ways. Also, as I-O psychologists, we tend to study white-collar jobs; perhaps we

need to study migrant workers and blue-collar jobs to better understand the challenges that migrant workers face.

4. Gender

According to *Fortune* magazine (Hinchliffe, 2024), in 2016 there were 21 female CEOs of *Fortune* 500 companies (4%); there were 52 in 2023 (10%). That's progress, I suppose, but women are still underrepresented in leadership positions. Harris was the first female vice president. I feel like Harris' gender has been less of a focus than Clinton's was. Downplaying her gender seems to have been a deliberate strategy of the Harris campaign (Schneider & Otterbein, 2024). However, recent polling suggests that *more* people are concerned that gender will be a barrier to electing Harris compared to the same concerns for Clinton measured in 2016 (Price & Sanders, 2024). Additionally, polling suggests a large gender gap in support for the candidates, with women preferring Harris 54–41%, and men preferring Trump 51%–46% (Allen, 2024). Policy differences around reproductive rights likely play a role in this divide, as does Trump's hypermasculine style. This provides a great introduction to the concept of the "double bind" that female leaders may face in trying to convey both warmth (a gender norm) and competence (a leader norm; e.g., Trzebiatowski et al., 2022).

5. Leadership

After 4 years of a controversy-filled presidency that included two impeachments, and four subsequent years of legal actions and reporting that have brought to light personal-enrichment schemes, alleged election interference, alleged national security violations, and corruption within the administration, on top of published academic papers (e.g., Barreto et al., 2023; McAdams, 2017; Williams et al., 2020) about his leadership, I think it's fair to say that Trump provides tremendous fodder for instructors who wish to introduce leadership concepts such as the dark side of charisma and narcissistic leadership. In the early years of Trump's presidency, I resisted using him as an example when discussing these concepts, but inevitably, students would say some variant of "hey, doesn't this sound exactly like Trump?" To use a term from the Harris/Walz campaign, it seemed weird NOT to talk about Trump when discussing the dangers posed by unethical charismatic leaders.

Another timely concept that is often discussed in leadership courses is the power-corruption cycle, or the Bathsheba syndrome (e.g., Ludwig & Longenecker, 1993). Leaders with power, access to resources, and no accountability are theorized to enter into a cycle in which they experience increasing distance from their employees, develop an inflated sense of their own self-importance, and elicit compliance, flattery, submissiveness, and dependence from their employees, leading to a sense of privilege, low opinions of employees, feeling "above the law," poor decisions, and ethical violations. According to this view, finding ways to hold leaders accountable (e.g., having an ombuds, whistleblower policies and protections, independent monitors, etc.), is critical to reducing corruption. In teaching this idea, I used the extremely troubling example of the recent US Supreme Court ruling that holds that presidents are immune to criminal prosecution for core official acts to highlight what NOT to do when it comes to holding powerful people to account (ACLU, 2023). I described it as "bonkers" that in the face of unprecedented criminality by the former occupant of the most powerful position of authority in the world, the Supreme Court made the presidency LESS accountable to the law.

In general, feedback from students suggests that they value these discussions, even if they are not up to date on all the particulars. But, another caveat: one or two students from classes offered around 2020–2021 said on my course evaluations that they didn't like the criticism of Trump. Considering that CSUN is in liberal Southern California, I take that as a sign that despite my best intentions, my presentation of this material was perceived by a few students as politically motivated, which therefore likely impeded

their learning of these important concepts. Part of this was likely due to the course being offered fully online during COVID, which made tracking and managing students' negative reactions in real time much more challenging. This is a risk of discussing politics in the classroom, but in my view, the rewards far outweigh the risks.

If you have other ideas or experiences to share regarding how to use current political news to help teach I-O psychology, or if you want to debate Trump's track record, please e-mail me at Loren.Naidoo@csun.edu.

References

Allen, M. (2024, September 2). Gender gap widens in support for Harris vs. Trump: Poll. *Axios*. https://www.axios.com/2024/09/02/gender-gap-voters-harris-trump-2024-election

American Civil Liberties Union. (2023, July 25). *Supreme Court grants Trump broad immunity for official acts, placing presidents above the law* [Press release]. ACLU. https://www.aclu.org/press-releases/supreme-court-grants-trump-broad-immunity-for-official-acts-placing-presidents-above-the-law

Barreto, T. S., Williams, E. A., Sims, R. L., Pillai, R., McCombs, K., & Lowe, K. B. (2023). Charismatic rhetoric, perceptions of charisma and narcissism, and voting behavior: Leadership under crisis. *Leadership, 19*, 231-254. https://doi.org/10.1177/17427150231165629

Hinchliffe, E. (2024, June 4). The share of Fortune 500 companies run by women CEOs stays flat at 10.4% as pace of change stalls. *Fortune*. https://fortune.com/2024/06/04/fortune-500-companies-women-ceos-2024/

Layne, N., Slattery, G., & Reid, T. (2024, April 3). Trump calls migrants "animals," intensifying focus on illegal immigration. *Reuters*. https://www.reuters.com/world/us/trump-expected-highlight-murder-michigan-woman-immigration-speech-2024-04-02/

McAdams, D. (2017). The appeal of the primal leader: Human evolution and Donald J. Trump. *Evolutionary Studies in Imaginative Culture*, *1*, 1-13. https://doi.org/10.26613/esic.1.2.45

Price, L., & Sanders, L. (2024, September 28). Americans are more likely to see Harris' gender as a hurdle than they were for Clinton: AP-NORC poll. AP. https://www.ap.org/news-highlights/spotlights/2024/americans-are-more-likely-to-see-harris-gender-as-a-hurdle-than-they-were-for-clinton-ap-norc-poll/

Schneider, E., & Otterbein, H. (2024, August 19). Kamala Harris is making one big strategic break from Hillary Clinton. *Politico*. https://www.politico.com/news/2024/08/19/kamala-harris-gender-2024-election-00174530

Trzebiatowski, T., McCluney, C, & Hernandez, M., (2022). Managing the double bind: Women directors' participation in tactics in the gendered boardroom. *Organizational Science, 34,* 801-827. ttps://doi.org/10.1287/orsc.2022.1599

Wechtler, H. M., Lee, C. I. S. G., Heyden, M. L. M., Felps, W., & Lee, T. W. (2022). The nonlinear relationship between atypical applicant experience and hiring: The red flags perspective. *Journal of Applied Psychology, 107,* 776-794. https://doi.org/10.1037/apl0000953

Williams, E. A., Pillai, R., McCombs, K., Lowe, K. B., & Deptula, B. J. (2020). Adaptive and maladaptive narcissism, charisma, and leadership performance: A study of perceptions about the presidential leadership of Donald Trump. *Leadership, 16*, 661-682. https://doi.org/10.1177/1742715020902906

Organizational Trust Leads to Positive Employee and Organizational Outcomes

Alaina C. Keim and Jean M. Lamont
Bellarmine University

This research was conducted by Alaina C. Keim (akeim@bellarmine.edu) and Jean M. Lamont (jean.lamont@gmail.com), Department of Psychology, Bellarmine University.

The authors would like to thank **Ron Landis** for his assistance with statistical analyses.

Abstract

The Practices for the Achievement of Total Health (PATH) model (Grawitch et al., 2006) suggests that during stressful times, offering psychologically healthy workplace (PHW) practices may promote employee well-being and better organizational outcomes. However, why and how this link exists remains unclear. This study posits that offering PHW practices and programs increases employee's trust in their organization, which may make employees more likely to *use* such programs, even during times of great uncertainty and stress (i.e., during the COVID-19 pandemic), leading to positive employee and organizational outcomes. This study surveyed US employees (N = 362) at a variety of workplaces during the height of the COVID-19 pandemic. As predicted, perceived PHW offerings were associated with more positive employee and organizational outcomes. In addition, we found that increased organizational trust and employee use produced significant indirect effects for these relationships. These results expand the PATH model, offering organizations practical strategies for weathering the next unexpected event or crisis. Future research may test this model in more diverse samples using longitudinal or experimental designs.

The COVID-19 pandemic produced a sudden global crisis for many organizations and was stressful for many employees (Mokline & Ben Abdallah, 2021). The pandemic caused massive organizational change in workplaces, including a dramatic increase in virtual work; new work safety protocols; an increase in workloads, stress, and work stressors; and changes in the types of work being done (e.g., "gig work; Centers for Disease Control and Prevention, 2020; Kniffen et al., 2021; Rudolph et al., 2021). Organizational change can be stressful to employees, as it creates uncertainty, ambiguity, and less control, as well as changes in habits and potential economic concerns (Robbins & Judge, 2018). The resulting stressful response to this change leads to lower psychological health and well-being for employees (e.g., Morgan & Zeffane, 2003; Warr, 2007). One buffer to stress during major organizational change may be whether organizations offer psychological healthy workplace (PHW) practices and programs, as these programs may help employees cope with stress by making stressors seem less threatening and more controllable (e.g., Sulsky & Smith, 2005). However, organizations cannot only offer these programs. They must create environments where employees *use* them. This study aims to investigate how organizations created such environments during the COVID-19 pandemic and the ensuing crisis.

Psychologically Healthy Workplace Practices and Programs

Grawitch et al. (2006) proposed a PATH (Practices for the Achievement of Total Health) model to coalesce decades of research on healthy workplaces (i.e., an organization that maximizes worker well-being and organizational performance). The PATH model is specific to occupational health psychology and provides concrete solutions for organizations (Chang et al., 2021), making its application during times of uncertainty and crises promising. Grawitch and colleagues (2006) describe five key psychologically healthy workplace programs that are expected to promote employee well-being. *Work–life balance* programs

help employees navigate conflicting demands between home and work life, including paid time off, family leave, and so on. *Health and safety* programs are those that focus directly on the well-being of employees and include stress management programs, exercise, meditation, and employee assistance services. *Employee involvement* includes actively involving employees in decision making, thereby increasing job autonomy and empowerment. *Employee growth and development* includes opportunities for skill development, training programs, and career development practices. *Employee recognition* allows employees to be rewarded for their contributions and to feel valued and respected for their hard work, including thanking workers for their involvement, giving out formal awards, hosting formal ceremonies, and recognizing ideas made in a group setting or on team projects (Brun & Dugas, 2008).

Positive Employee and Organizational Outcomes

The PATH model posits that PHW practices lead to positive outcomes for employees, including higher rates of life satisfaction, well-being, organizational justice, job meaningfulness, and organizational commitment, and lower work stress and burnout (e.g., Bosak et al., 2017; Caza et al., 2015; Grawitch et al., 2015; Montani et al., 2020; Nohe et al., 2015; Parks & Steelman, 2008; Richardson & Rothstein, 2008). This study focuses on four of those areas (i.e., work–life conflict, stress, motivation, and job satisfaction), as these outcomes may be especially affected by organizational changes in workplace structure (Morgan & Zeffane, 2003), something that occurred in many workplaces during the COVID-19 pandemic.

At the organizational level, positive benefits of the PATH model have included job satisfaction, organizational commitment, employee cooperation, and less turnover (e.g., Rahman, & Nas, 2013; Riordan et al., 2005; Scott et al., 2003; Xu & Cao, 2019). These programs are seen as a structural support system provided by the organization that allows employees to mitigate workplace stress (Grawitch et al., 2006). Arguably the most important organizational outcome to both business leaders and in organizational psychology research is job performance (Viswesvaran & Ones, 2008). Task performance and turnover/turnover intentions are two such criteria that span across disciplines and industries (Muchinsky & Howes, 2019; Viswesvaran & Ones, 2008). Task performance may include objective criteria, such as proficiency and productivity, and subjective criteria, such as quality (Muchinsky & Howes, 2019). Turnover intentions have been used as a proxy for turnover, as they correlate highly (r = .80; Cho & Lewis, 2012). This study focused on these three organizational outcomes: job productivity, job quality, and turnover intentions.

The PATH model is supported by several theories in occupational health psychology. Per the effort-recovery theory (Meijman & Mulder, 1998), the PATH model offers concrete resources to workers and may increase workers' dedication to their organization and completion of work tasks (Schaufeli & Taris, 2014). In addition, per self-determination theory, these resources may increase intrinsic motivation as they allow for feelings of autonomy, competence and relatedness (Ryan & Deci, 2000). Finally, Lazaurs' (1991) theory of stress states that in order for a worker to experience stress, one first has to perceive a threat and then decide they do not have the resources to cope with that threat. The PATH model offers programs and policies that could be seen as resources that may mitigate a stress response when work stressors are perceived.

Creating Cultures to Use PHW Programs

Grawitch et al. (2006) state that healthy organizations are not accidental but rather the result of purposeful management of programs that ensure employees' health and well-being and look beyond immediate financial gains and towards the long-term investment of an organization's most valuable resource (i.e., its employees). An organization can't simply offer such programs and policies if the organizational culture doesn't support the use of such programs (Grawitch et al., 2006). Thus, an important step in the

PATH model may be whether or not employees actually *use* the programs that are offered. What is unknown from the literature is what organizations can do to create an environment where employees feel they can use these programs, especially during times of great organizational change. Therefore, this study aims to test and expand on the PATH model by offering perceptions of organizational trust as a mechanism by which employees *use* PHW programs, leading to increased positive employee and organizational outcomes.

Expanding the PATH Model: Organizational Trust

Organizational trust is the feeling of confidence, support, and faith in an employer to follow through with commitments, be truthful, and provide actions beneficial to employees (Gilbert & Tang, 1998). It is the confidence and willingness to believe the words, actions, and decisions of organizational managers and leaders (Chen & Sriphon, 2021). Organizational trust is fostered when employees expect positive intentions and behaviors from managers in situations, especially in vulnerable or risky environments (Gao et al., 2011; Huang et al., 2021). Organizational trust is also promoted when leaders demonstrate trustworthiness (e.g., being open, competent, and compassionate) and through organizational mechanisms (e.g., open door policies, sharing of information; Mishra & Mishra, 2013).

During and following times of major organizational change, such as the COVID-19 pandemic, employees may lose trust in their organization due to feelings of being treated unfairly by their employer (e.g., layoffs, downsizing), believing that their employer did not communicate with employees effectively, realizing that their employer was ill-prepared for catastrophic events, doubting their employer's ability to respond to a similar event in the future, or myriad other reasons. This lack of trust could have disastrous effects for both employees and employers. Distrust could cause employees to be less satisfied with their jobs and more stressed at work, which could take a toll on their health (Morley et al., 1997; Shockley-Zalabak et al., 2000). Distrust may also cause workers to become less motivated to perform their jobs well and more likely to seek new employment (American Psychological Association, 2015, 2017).

Feelings of trust are associated with competence and autonomy, which according to self-determination theory explains how employees become motivated, engaged, and productive (Skiba & Wildman, 2019; van der Werff et al, 2019). Researchers have noted potential conceptual antecedents to trust, such as consistency, openness, integrity, fairness, and reliability (see Mosher, 2013 for review). It reasons that PHW programs could be organizational manifestations of the conceptual antecedents of trust in that they can display an organization's consistency, openness, competence, and so forth.

In fact, several studies have shown that PHW practices are associated with increased organizational trust. For example, employees who rated their organization as promoting work–life balance were more likely to say their workplaces were trustworthy (Cowart et al., 2014). Greater perceptions of safety climate (i.e., ensuring a safe work environment) are associated with more organizational trust (Avram et al., 2015; Guzzo et al., 2021). Supervisors recognizing employees for good work have been associated with more organizational trust (Bayhan Karapinar et al., 2016; Men et al., 2022). Employee involvement, such as consultation with direct supervisors and higher levels management, employee participation in decision making, and consideration of employees' view, is also associated with greater levels of organizational trust (e.g., Kumar & Saha, 2017; Morgan & Zeffane, 2003; Timming, 2012). Various examples of employee growth and development (e.g., employees' ratings of the quality of on-the-job training, learning, development, and career opportunities, job design) are associated with higher levels organizational trust (Lambert et al., 2024; Vanhala & Ahteela, 2011).

Once employees become trusting of their organization, a culture of trust (i.e., critical norms, attitudes, and actions) is established and a cycle of trust can continue between employees and the organization (Mishra & Mishra, 2013). This can make employees feel that management supports and values them, which creates a critical context for employees to engage with and use PHW programs (Grawitch et al., 2006). That is, organizational offerings of PHW may foster organizational trust, which, according to self-determination theory, may motivate employees to use PHW programs. This use of programs would in turn predict positive employee and organizational outcomes. Therefore, we argue that organizational trust may act as a mechanism by which PHW programs lead to important organizational outcomes in that they create the right environment for employees to utilize such programs.

Specifically, based on the PATH model (Grawitch et al., 2006), we hypothesized that organizational offerings of PHW practices would be associated with positive employee and organizational outcomes. Second, extending the PATH model, we expected organizational trust and employee use of PHW programs to produce indirect effects in these relationships. Specifically, we hypothesized that organizational offerings of PHW will predict increased organizational trust, which in turn will predict increased use of PHW, which ultimately will predict greater positive employee and organizational improvements.

Method

Procedure

Convenience sampling was used to recruit participants from October 2020 to April 2021. The first author reached out to consulting psychologists in her professional network who recruited organizations to participate. Some of these organizations had previously received consulting from these psychologists and others were network connections of the consulting psychologists and first author. They represented a variety of industries and types (e.g., manufacturing, restaurant/hospitality, community service, clinical services; for profit, nonprofit, and government). Business leaders (e.g., CEOs, HR directors) were solicited via an email template about the study. They were informed that organizations with a minimum number of participating employees (10 employees or 30%, whichever was greater) would be given a free feedback report with an overview of their employees' responses and research on psychologically healthy workplaces. Participating organizations sent their employees an email with a SurveyMonkey link unique to the organization created by the researchers, which led to the informed consent and instructions for completing the anonymous survey (e.g., complete the survey in one setting). This study was approved by an institutional review board.

Participants

Participants included 362 employees from 11 organizations in the Southeast and Midwest United States (response rate: overall = 28%; M = 49%; *SD* = 24%; range = 10% - 86%). Participating organizational industries included 2 manufacturing (8% of participants), 1 restaurant/hospitality (6%), 5 nonprofit community service (36%), 1 clinical services (2%), 1 legal services (2%), and 1 county government (52%). Five organizations had ≤ 50 full-time employees (EEs; 8% of participants), two organizations had 50–100 EEs (21%), and three organizations had > 100 EEs (76%). One participant who was missing significant amounts of data was removed from analysis. Participants were 56% women, 34% men, 1% nonbinary, and 6% preferred not to answer. Participants were White (68%), African American (10%), Hispanic or Latinx (6%), multiple races or ethnicities (1%), Asian (< 1%), another race (< 1%), Indigenous (0.5%), and 9% preferred not to answer. Ages ranged from 19 to 80 (M = 44.93, SD = 13.12). Tenures ranged from less than 1 year to 46 years (M = 9.93, SD = 9.69). Most were full-time employees (92%), 8% were part-time, and some had management or supervisor responsibilities (47%).

Measures

Organization's Offering of Psychologically Healthy Workplace Programs

Workers' perceptions of their organization's offering of PHW practices was assessed with eight items from the Trust Building Survey© (Gilbert & Lowe, 2020; e.g., "My employer promotes work–life balance" [work–life balance], "My employer promotes and supports employee health, safety, and well-being" [health and safety]) rated on a 1 = *strongly disagree* to 5 = *strongly agree* scale. As organizational resources and human resources practices (e.g., job crafting, compensation-based schemes, training, career supporting activities, performance appraisals) do not tend to vary in their relationship to employee well-being or organizational performance (Nielsen et al., 2017), organizational offerings was treated as a single construct. All items were averaged for each participant, where higher scores meant increased perceptions of organizational offerings, $\alpha = .93$.

Organizational Trust

Many measures of organizational trust only include items about trust in a manager (e.g., Huang et al 2021; Timming, 2012). We wanted to encapsulate both trust in direct supervisors, organizational leaders, and trust in the entire organization. Therefore, organizational trust was assessed using a four-item measure created by the researchers (Keim et al., 2020). Participants responded to items (e.g., "I trust my supervisor," "I trust my organization") on a 1 = *strongly disagree* to 5 = *strongly agree* scale. All items were averaged to create a mean organizational trust score for each participant, where higher scores meant greater organizational trust. To test the convergent validity of this measure, we also included other measures of trust. Specifically, we included a single-item measure of trust from the Trust Building Survey (TBS; Gilbert & Lowe, 2020), which stated, "Employees and management trust one another." This single item has been shown to be a critical feature of workplace psychological health and safety and is correlated with the 13 psychosocial factors in the National Standard of Canada for Psychological Health and Safety in the Workplace (Gilbert & Lowe, 2020). Our organizational trust composite correlated at $r = .76$, $p < .001$, with the TBS single item, demonstrating that it converged strongly and as expected. We also included four items from Mayer and Davis (1999) and three items from Stanley et al. (2005) to assess trust in management. Our composite measure of trust was significantly related to these two other measures of trust ($r = .62$, $p < .001$ and $r = .64$, $p < .001$, respectively). Moreover, our measure of trust demonstrated good internal reliability in this study, $\alpha = .87$.

Employee's Use of Psychologically Healthy Workplace Programs

Employee use of PHW programs were assessed with seven items that reflect broad organizational resources that are commonly available to employees (Day et al., 2014; e.g., "using training and development resources provided by my employer" [employee growth and development]; "receiving rewards or recognition for my efforts at work" [employee recognition]). Employees were asked if these happened more or less often during the pandemic. Response options for the items ranged from 1 = *significantly decreased,* 3 = *stayed the same,* to 5 = *significantly increased*. As employees use of programs are uniformly associated with employee outcomes such as well-being (Nielsen et al., 2017), all items were averaged to create a mean employee use score for each participant, where higher scores meant more use of programs offered by the organization, $\alpha = .80$.

Outcomes

Positive employee outcomes was measured with four items created to reflect facets of outcomes from the PATH model (Grawitch et al. 2006). Specifically, we measured stress, motivation, satisfaction, and work–life conflict (e.g., “Experiencing work-related stress,” “Having conflicts between my work and personal demands”) in terms of how they did or did not change over the pandemic. Other investigations have used similar composites to reflect changes in employees over the pandemic (Das & Pattanayak, 2023). Response options ranged from 1 = *significantly decreased,* 3 = *stayed the same,* to 5 = *significantly increased*. These four items produced a Cronbach’s alpha of .71. Thus, all four items were averaged to create a mean employee outcomes score with higher scores indicating more positive employee outcomes.

Organizational outcomes were measured with three items created by the researchers to reflect organizational outcomes from the PATH model (Grawitch et al. 2006). These included “being productive at work” and “maintaining high quality standards in my work” (job performance); “being likely to leave the organization in the next year” (turnover intention). Employees were asked if each of these outcomes happened more or less often during the pandemic. Response options for the items ranged from 1 = *significantly decreased,* 3 = *stayed the same,* to 5 = *significantly increased*. All items were averaged to create mean organizational outcomes score for each participant with higher score meaning more positive organizational outcomes, $\alpha = .68$.

A confirmatory factor analysis showed support for our measurement model ($\chi2 = 950.04$, df = 289, $\chi2/df = 3.29$; GFI = 0.97; RMSEA = .079; SRMR = .071) with all item parameter estimates significantly loading on their perspective factor at $p < .001$.

Results

Means, standard deviations, and bivariate relationships among the variables appear in Table 1. As expected, all variables were significantly positively correlated with one another. Collinearity diagnostics conducted on the full models indicated that multicollinearity was not an issue in either model (organizational offerings, tolerance = 0.31, VIF = 3.20; organizational trust, tolerance = 0.31, VIF = 3.22; employee use, tolerance = 0.72, VIF = 1.40).

Table 1.
Descriptive Statistics and Correlations

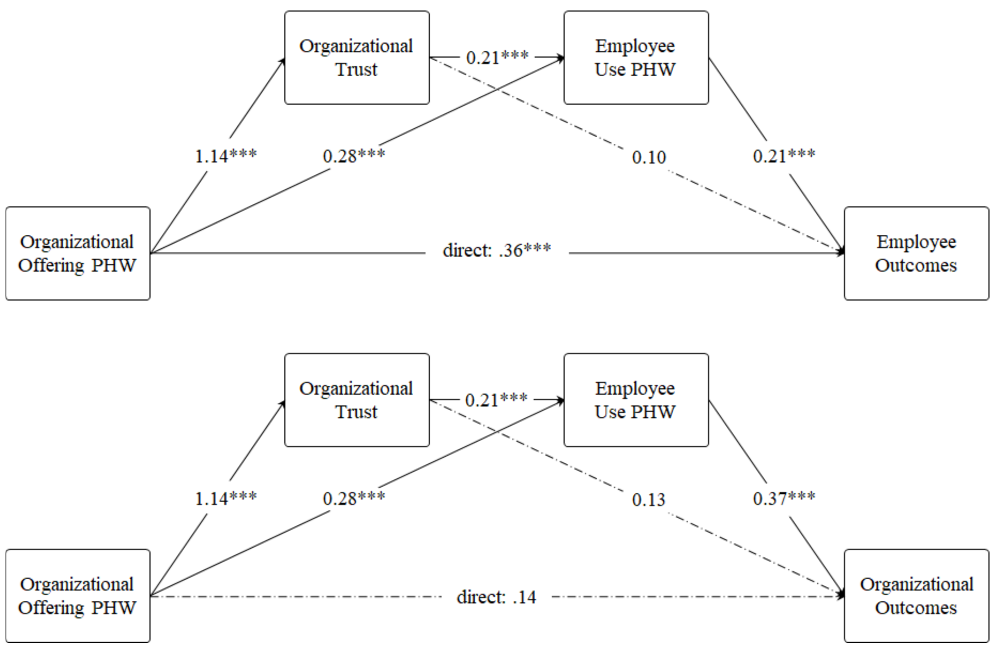
Variable	*N*	*Mean*	*SD*	*(1)*	*(2)*	*(3)*	*(4)*
(1) Organizational offering PHW	*361*	*3.06*	*0.67*				
(2) Organizational trust	*361*	*3.83*	*0.91*	*0.82**			
(3) Employee use PHW	*353*	*3.29*	*0.68*	*0.51**	*0.51**		
(4) Employee outcomes	*353*	*2.83*	*0.75*	*0.52**	*0.49**	*0.42**	
(5) Organizational outcomes	*353*	*3.25*	*0.76*	*0.43**	*0.43**	*0.47**	*0.64**

Note: N = number of participants; SD = standard deviation; PHW = psychologically healthy workplace practices
* $p < .001$

To test our hypothesis, we conducted path analyses in jamovi (2022) version 2.3. In these models, organization’s offering of PHW programs was entered as the predictor, organization trust as the first mediator, and employee’s use of PHW programs as the second mediator. Employee outcomes and organizational

outcomes were entered as separate dependent variables. As predicted, organizational offerings, organizational trust, and employee use of PHW programs were significantly related to employee outcomes, ($\chi2$ =644, df = 6, $\chi2/df$ = 107.33; CFI = 1.00) and organizational outcomes ($\chi2$ = 630, df = 6, $\chi2/df$ = 105; CFI = 1.00). As predicted, organizational trust and employee use produced significant indirect effects between organization's offering of PHW programs and employee outcomes, 0.05 (SE = 0.02) 95% CI[0.01, 0.09] and between organization's offering of PHW programs and organizational outcomes, 0.09 (SE = 0.03), 95% CI[0.03, 0.14]. Specifically, organization offering of PHW programs predicted higher organizational trust, which in turn predicted more employee use of PHW programs, which ultimately predicted more positive employee and organizational outcomes. Statistics for these relationships appear in Figure 1.

Figure 1.
Path Analysis of the Associations Among Organizational Offerings of PHW, Organizational Trust, Employee Use of PHW on Employee and Organizational Outcomes.



Note: PHW = psychologically healthy workplace practices
***p > .001, **p > .01, *p > .05

Discussion

This study aimed to determine if PHW programs can offer organizations concrete ways to stave off the negative effects of major organizational change and uncertainty. Results support the validity of the PATH model. Organizational offerings and increased use of PHWs during the height of the COVID-19 pandemic was associated with greater positive employee and organizational outcomes. Specifically, the increase in use of PHW programs during the pandemic was significantly related to lower levels of employee stress, less work–life conflict, and greater employee motivation and job satisfaction, as well as greater job performance and fewer turnover intentions. In line with previous research, actively involving employees in important decision making, recognizing them for their work, investing in their development, creating healthy and safe work environments, and providing work–life balance policies during times of organizational uncertainty seem to be important (e.g., Grawitch et al., 2015; Kelloway & Day, 2005; Morgan & Zeffane, 2003).

This study makes two important additional contributions. First, it establishes the importance of employees *using* well-being and PHW programs. It may not be enough for employers to offer programs or for employees to perceive such programs exist; employers must create cultures where employees know they can use them, and do. Second, this study identified a novel mechanism by which organizational offerings may lead to employee use organizational trust. In the current sample, the more employees perceived that their organization offered PHW practices, the more they trusted their organization, and the more they used those programs. This suggests that organizational trust may be a manifestation of an organization's culture, strategy, and values to ensure success of PHW programs.

Practical Implications

The results of this study offer organizations practical solutions for building a healthy workplace culture: build and maintain trust. Leaders can create a culture of trust by increasing communication—especially during times of uncertainty—and sharing information enthusiastically and optimistically (e.g., Chen & Sriphon, 2021). Communication around PHW programs could include leaders ensuring access, increasing awareness, ensuring convenience, integrating with other programs, reinforcing appropriate behaviors, and articulating the value of such programs (Grawitch et al., 2006; Parchman & Miller, 2003). During the COVID-19 pandemic, supervisors who used meaning-making language to reinforce the values, culture, and mission of an organization; empathetic language to show care and concern; and direction-giving language to clarify responsibilities and expectations saw increases in employees' organizational trust (Men et al., 2022), offering specific ways communication can build trust during times of crisis.

Leaders who engage in servant and ethical leadership behaviors produce greater perceptions of affective trust, perhaps due to the ethical, fair, communicative, and deferential leadership style and modeling of ethical behavior and trust as a central tenet to servant leadership (Joseph & Winston, 2005; Legood et al., 2021). Organizations that would like to increase trust may aim to do so by training and equipping managers and leaders with the skills of ethical and servant leaders or selecting leaders who possess these skills (e.g., listening, empathy, stewardship, foresight, building community; Joseph & Winston, 2005).

Limitations and Directions for Future Research

The data in this study were cross-sectional and all collected by self-report surveys, both of which may have contributed to the high correlations among some of the variables herein. For example, a meta-analysis of prior research revealed that the magnitude of the relationship between organizational resources and employee outcomes did not significantly differ between cross-sectional and longitudinal studies but was stronger in cross-sectional designs (Nielsen et al., 2017). Furthermore, common method variance due to the surveys being self-report may have also inflated correlations. Second, because the data were collected at a single time point, neither causation nor the temporal precedence of any variable in the model should be inferred from this study alone. However, there is some support of the temporal nature of these variables in longitudinal studies (e.g., flexible work arrangements linked to increases in organizational trust, Stavrova et al., 2023; organizational trust linked to future improvements in psychological and physical health, Özer et al., 2022). This study lays a crucial foundation for future longitudinal or experimental work testing the overall model as well as individual links within it. Third, this study's variables were employees' perceptions of PHW offerings and not explicit offerings. Although employees' perceptions of availability of PHW programs are often the measure used (e.g., Grawitch et al., 2007), future research could assess both employee perceptions and explicit offerings in organizations to ensure alignment.

The method of convenience sampling used in this study—which involved inviting organizational leaders from professional networks to participate—may have led to self-selection bias. Participating organizations and their employees who were interested in psychologically healthy workplace research may have also been more likely to participate. Furthermore, social desirability may have prevented potential participants from participating if they did not want to admit their use of flexible workplace arrangements or other types of assistance. Organizations drawn to a study on PHW and receiving a free feedback report may be more concerned about or invested in their employees and therefore more likely to offer PHW programs. Therefore, the sample in this study may not be representative of all workplaces.

Participants were mostly White women in white-collar jobs, many supervisors, potentially impacting generalizability. For example, men have been shown to take less advantage of PHW practices such as employee assistance programs (Matthews et al., 2021) and flexible work arrangements (Ewald et al., 2020). However, rather than being the result of lower organizational trust, perhaps such hesitance is the result of masculine gender roles encouraging toughness (Brooks & Ling, 2020). Moreover, women and men of color may be less likely to access employee assistance, workplace wellness initiatives, and flexible work arrangements (Beck et al., 2016; Brooks & Ling, 2020), potentially for fear of being viewed as not being dedicated to work (Blake-Beard et al., 2010). Blue-collar workers may be less likely than white-collar workers to engage in workplace wellness (Damen et al., 2023) and to face different barriers for accessing employee assistance (Matthews et al., 2021). Finally, almost half of the respondents had some supervisory or managerial responsibilities, which may have influenced their perceptions of PHW programs in that they may have had a greater awareness of them. Future research should test this model in more diverse samples and with more front-line employees.

Finally, to entice organizations and employees to participate during a stressful time for many (i.e., COVID-19 pandemic), we intentionally kept our measures simple and lean. We did not use other, longer measures of our constructs. Although we offer evidence of the reliability and validity of our measures, future research could include other measures and/or additional constructs (e.g., organizational commitment, absenteeism) to further test the PATH model.

Despite these limitations, these results offer a fascinating and useful insight into how a variety of organizations were operating at the height of the pandemic. During a time of incredible stress and uncertainty, employees who perceived a greater offering of PHW programs saw better outcomes for themselves and their employers. This was at least partially explained by the idea that these offerings of PHW programs was associated with increases in organizational trust and PHW use, which in turn predicted positive employee and organizational outcomes. Organizational leaders and occupational health psychology researchers have a duty to help workers, and our society, by championing structural policies that reduce employee stress and increase health and well-being (Shoss, 2021). The results of this study offer organizations practical solutions (i.e., increase trust) when they manage the next inevitable major dilemma (Shoss, 2021), whether that be a merger, financial crisis, societal uprisings, or major organizational change.

References

American Psychological Association. (2015). *2015 Work and well-being survey*. https://www.apa.org/news/press/releases/2015/05/senior-managers

American Psychological Association. (2017). *2017 Work and well-being survey*. https://www.apa.org/news/press/releases/2017/05/employee-stress

Avram, E, Ionescu, D., & Mincu, C. L. (2015). Perceived safety climate and organizational trust: The mediator role of job satisfaction. *Procedia: Social & Behavioral Sciences, 187*(13), 679-684.

https://doi.org/10.1016/j.sbspro.2015.03.126
Bayhan Karapinar, P., Metin Camgoz, S., & Tayfur Ekmekci, O. (2016). The mediating effect of organizational trust on the link between the areas of work life and emotional exhaustion. *Educational Sciences: Theory & Practice, 16*(6), 1947-1980.
Beck, A. J., Hirth, R. A., Jenkins, K. R., Sleeman, K. K., & Zhang, W. (2016). Factors associated with participation in a university worksite wellness program. *American Journal of Preventive Medicine, 51*(1), 1-11. https://doi.org/10.1016/j.amepre.2016.01.028
Blake-Beard, S., O'Neill, R., Ingols, C., & Shapiro, M. (2010). Social sustainability, flexible work arrangements, and diverse women. *Gender in Management, 25*(5), 408-425. https://doi.org/10.1108/17542411011056886
Bosak, J., Dawson, J., Flood, P., & Peccei, R. (2017). Employee involvement climate and climate strength: A study of employee attitudes and organizational effectiveness in UK hospitals. *Journal of Organizational Effectiveness: People and Performance, 4*(1), 18-38. https://doi.org/ 10.1108/JOEPP-10-2016-0060
Brooks, C. D. & Ling, J. (2020). "Are we doing enough": An examination of the utilization of employee assistance programs to support the mental health needs of employees during the COVID-19 pandemic. *Journal of Insurance Regulation, 39*(8), 1-34.
Brun, J. P., & Dugas, N. (2008). An analysis of employee recognition: Perspectives on human resources practices. *International Journal of Human Resource Management*, *19*(4), 716-730. https://doi.org/10.1080/09585190801953723
Caza, A., McCarter, M. W., & Northcraft, G. B. (2015). Performance benefits of reward choice: A procedural justice perspective. *Human Resource Management Journal*, *25*(2), 184–199. https://doi.org/10.1111/1748-8583.12073
Centers for Disease Control and Prevention. (2020, September 11). *Implementing safety practices for critical infrastructure workers who may have had exposure to a person with suspected or confirmed COVID-19.* CDC. https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html.
Chang, C. H., Shao, R., Wang, M., & Baker, N. M. (2021). Workplace interventions in response to COVID-19: An occupational health psychology perspective. *Occupational Health Science*, *5*(1), 1-23.
Chen, J. K. C. & Sriphon, T. (2021). Perspective on COVID-19 pandemic factors impacting organizational leadership. *Sustainability, 13*(6), 3230, https://doi.org/10.3390/su13063230
Cho, Y. J. & Lewis, G. B. (2012). Turnover intention and turnover behavior: Implications for retaining federal employees. *Review of Public Personnel Administration, 32*(1), 4-23. https://doi.org/10.1177/0734371X11408701
Cowart, T., Gilley, A., Avery, S., Barber, A., & Gilley, J. W. (2014). Ethical leaders: Trust, work–life balance, and treating individuals as unique. *Journal of Leadership, Accountability & Ethics, 11*(3), 70-81.
Damen, M. A W.; Detaille, S. I.; Robroek, S. J. W.; Engels, J. A. & de Lange, A. H. (2023). Factors associated with blue-collar workers' participation in worksite health promotion programs: A scoping literature review. *Health Promotion International, 38*(3), 1-16. https://doi.org/10.1093/heapro/daad052
Das, S. S. & Pattanayak, S. (2023). Understanding the effect of leadership styles on employee well-being through leader-member exchange. *Current Psychology, 42*, 21310–21325. https://doi.org/10.1007/s12144-022-03243-3
Day, A., Kelloway, E. K., & Hurrell Jr, J. J. (Eds.). (2014). *Workplace well-being: How to build psychologically healthy workplaces*. John Wiley & Sons.
Ewald, A., Gilbert, E., & Huppatz, K. (2020). Fathering and flexible working arrangements: A systematic interdisciplinary review. *Journal of Family Theory & Review, 12*(1), 27-40. https://doi.org/10.1111/jftr.12363

Gao, L., Janssen, O., & Shi, K. (2011). Leader trust and employee voice: The moderating role of empowering leader behaviors. *Leadership Quarterly, 22*(4), 787-798. https://doi.org/10.1016/j.leaqua.2011.05.015
Gilbert, J. A. & Tang, T. L.-P. (1998). An examination of organizational trust antecedents. *Public Personnel Management, 27*(3), 321-338. https://doi.org/10.1177/009102609802700303
Gilbert, M. & Lowe, G. (2020). Unpublished manuscript.
Grawitch, M. J., Ballard, D. W., & Erb, K. R. (2015). To be or not to be (stressed): The critical role of a psychologically healthy workplace in effective stress management. *Stress and Health*, *31*(4), 264-273. https://doi.org/10.1002/smi.2619
Grawitch, M. J., Gottschalk, M., & Munz, D. C. (2006). The path to a healthy workplace: A critical review linking healthy workplace practices, employee well-being, and organizational improvements. *Consulting Psychology Journal: Practice and Research*, *58*(3), 129-147. https://doi.org/10.1037/1065-9293.58.3.129
Grawitch, M. J., Trares, S., & Kohler, J. M. (2007). Healthy workplace practices and employee outcomes. *International Journal of Stress Management*, *14*(3), 275. https://doi.org/10.1037/1072-5245.14.3.275
Guzzo, R. F., Wang, X., Madera, J. M., & Abbott, J. (2021). Organizational trust in times of COVID-19: Hospitality employees' affective responses to managers' communication. *International Journal of Hospitality Management, 93*, 102778. https://doi.org/10.1016/j.ijhm.2020.102778
Huang, N., Qiu, S., Yang, S., & Deng, R. (2021). Ethical leadership and organizational citizenship behavior: Mediation of trust and psychological well-being. *Psychology Research & Behavior Management, 14*, https://doi.org/10.2147/PRBM.S311856
The jamovi Project. (2022). Jamovi. (Version 2.3) [Computer Software]. https://www.jamovi.org.
Joseph, E. E., & Winston, B. E. (2005). A correlation of servant leadership, leader trust, and organizational trust. *Leadership & Organization Development Journal, 26*(1), 6–22. https://doi.org/10.1108/01437730510575552
Keim, A.C., Ballard, D., Gilbert, M. (2020). *Organizational trust and psychologically healthy workplaces during COVID-19.* Unpublished manuscript.
Kelloway, E. K., & Day, A. L. (2005). Building healthy workplaces: What we know so far. *Canadian Journal of Behavioural Science/Revue Canadienne des Sciences du Comportement*, *37*(4), 223-235. https://doi.org/10.1037/h0087259
Kniffin, K. M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S. P., Bakker, A. B., Bamberger, P., Bapuji, H., Bhave, D. P., Choi, V. K., Creary, S. J., Demerouti, E., Flynn, F. J., Gelfand, M. J., Greer, L. L., Johns, G., Kesebir, S., Klein, P. G., Lee, S. Y., ... & Vugt, M. V. (2021). COVID-19 and the workplace: Implications, issues, and insights for future research and action. *American Psychologist*, *76*(1), 63-77. https://doi.org/10.1037/amp0000716
Kumar, S. P. & Saha, S. (2017). Influence of trust and participation in decision making on employee attitudes in Indian public sector undertakings. *SAGE Open*, https://doi.org/10.1177/2158244017733030
Lambert, E. G., Hogan, N. L., Solinas-Saunders, M., Morrow, W. J., & Vickovic, S. G. (2024). Examining the mediating effects of organizational trust on the relationship between organizational justice and job attitudes among correctional staff. *Prison Journal, 104*(2), 244-266. https://doi.org/10.1177/00328855231222444
Lazarus, R.S. (1991). *Emotion and adaptation.* Oxford University Press.
Legood, A., van der Werff, L., Lee, A., & Den Hartog, D. (2021) A meta-analysis of the role of trust in the leadership- performance relationship. *European Journal of Work and Organizational Psychology, 30:1,* 1-22. https://doi.org/10.1080/1359432X.2020.1819241
Matthews, L.R., Gerald, J. & Jessup, G.M. (2021). Exploring men's use of mental health support offered by an Australian Employee Assistance Program (EAP): perspectives from a focus-group study with

males working in blue- and white-collar industries. *International Journal of Mental Health Systems, 15*, 1-17. https://doi.org/10.1186/s13033-021-00489-5

Mayer, R. C., & Davis, J. H. (1999). The effect of the performance appraisal system on trust for management: A field quasi-experiment. *Journal of Applied Psychology*, *84*(1), 123-136. https://doi.org/10.1037/0021-9010.84.1.123

Meijman, T. F., & Mulder, G. (1998). Psychological aspects of workload. In P.J.D. Drenth, H. Thierry, & C. J. de Wolff (Eds.), *Handbook of work and organizational psychology*, (Vol. 2, pp. 5-33). Sage.

Men, L. R., Qin, Y. S., & Jin, J. (2022). Fostering employee trust via effective supervisory communication during the COVID-19 pandemic: Through the lens of motivating language theory. *International Journal of Business Communication, 59*(2), 193-218. https://doi.org/10.1177/23294884211020491

Mishra, A.K., & Mishra, K.E. (2013) The research on trust in leadership: The need for context. *Journal of Trust Research, 3*(1), 59-69, https://doi.org/10.1080/21515581.2013.771507

Mokline, B., & Ben Abdallah, M. A. (2021). Organizational resilience as response to a crisis: Case of COVID-19 crisis. [Contribution of organizational resilience] *Continuity & Resilience Review, 3*(3), 232-247. https://doi.org/10.1108/CRR-03-2021-0008

Montani, F., Boudrias, J. S., & Pigeon, M. (2020). Employee recognition, meaningfulness and behavioural involvement: Test of a moderated mediation model. *International Journal of Human Resource Management*, *31*(3), 356-384. https://doi.org/10.1080/09585192.2017.1288153

Morgan, D., & Zeffane, R. (2003). Employee involvement, organizational change and trust in management. *International Journal of Human Resource Management*, *14*(1), 55-75. https://doi.org/10.1080/09585190210158510

Morley, D. D., Shockley-Zalabak, P., & Cesaria, R. (1997). Organizational communication and culture: A study of ten Italian high-technology companies. *Journal of Business Communication, 34*(3), 253-268. https://doi.org/10.1177/002194369703400303

Mosher, G. A. (2013). Trust, safety, and employee decision-making: A review of research and discussion of future directions. *Journal of Technology, Management, & Applied Engineering, 29*(1), 2-11.

Muchinsky, P. M. & Howes, S. S. (2019). *Psychology applied to work: An introduction to industrial and organizational psychology* (12th ed.). Hypergraphic.

Nielsen, K., Nielsen, M.B., Ogbonnaya, C., Känsälä, M., Saari, E., & Isaksson, K. (2017). Workplace resources to improve both employee well-being and performance: A systematic review and meta-analysis, *Work & Stress, 31*(2), 101-120. https://doi.org/10.1080/02678373.2017.1304463.

Nohe, C., Meier, L. L., Sonntag, K., & Michel, A. (2015). The chicken or the egg? A meta-analysis of panel studies of the relationship between work–family conflict and strain. *Journal of Applied Psychology*, *100*(2), 522 –536. https://doi.org/10.1037/a0038012

Özer, G., Griep, Y., & Escartín, J. (2022). The relationship between organizational environment and perpetrators' physical and psychological state: A three-wave longitudinal study. *International Journal of Environmental Research & Public Health, 19*(6), 3699. https://doi.org/10.3390/ijerph19063699

Parchman, R. W., & Miller, F. (2003). Keys for increasing employee utilization of wellness programs. *Employee Benefit Plan Review, 57*, 20-22.

Parks, K. M., & Steelman, L. A. (2008). Organizational wellness programs: A meta-analysis. *Journal of Occupational Health Psychology, 13*(1), 58- 68. https://doi.org/10.1037/1076-8998.13.1.58

Rahman, W., & Nas, Z. (2013). Employee development and turnover intention: theory validation. *European journal of training and development*, 37(6) 564-579. https://doi.org/10.1108/EJTD-May-2012-0015

Richardson, K. M., & Rothstein, H. R. (2008). Effects of occupational stress management intervention programs: A meta-analysis. *Journal of Occupational Health Psychology, 13*(1), 69–93. https://doi.org/10.1037/1076-8998.13.1.69

Riordan, C. M., Vandenberg, R. J., & Richardson, H. A. (2005). Employee involvement climate and organizational effectiveness. *Human Resource Management*, *44*(4), 471-488. https://doi.org/10.1002/hrm.20085

Robbins, S.R. & Judge, T.A. (2018). *Essentials of organizational behavior*, 14th edition. Pearson Education, Inc.

Rudolph, C., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., Shockley, K., Shoss, M., Sonnentag, S., & Zacher, H. (2021). Pandemics: Implications for research and practice in industrial and organizational psychology. *Industrial and Organizational Psychology, 14*(1-2), 1-35. https://doi.org/10.1017/iop.2020.48

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68. https://doi.org/10.1037/0003-066X.55.1.68

Schaufeli, W.B., Taris, T.W. (2014). A critical review of the job demands-resources model: Implications for improving work and health. In G. F. Bauer & O. Hämmig (Eds.), *Bridging occupational, organizational and public health* (pp. 43-68). Springer. https://doi.org/10.1007/978-94-007-5640-3_4

Scott, D., Bishop, J. W., & Chen, X. (2003). An examination of the relationship of employee involvement with job satisfaction, employee cooperation, and intention to quit in US invested enterprise in China. *International Journal of Organizational Analysis, 11*(1), 3-19. https://doi.org/10.1108/eb028960

Shockley-Zalabak, P., Ellis, K., & Winograd, G. (2000). Organizational trust: What it means, why it matters. *Organization Development Journal, 18*(4), 35-48.

Shoss, M. (2021). Occupational health psychology research and the COVID-19 pandemic. *Journal of Occupational Health Psychology, 26*(4), 259–260. https://doi.org/10.1037/ocp0000292

Skiba, T., & Wildman, J. L. (2019). Uncertainty reducer, exchange deepener, or self-determination enhancer? Feeling trust versus feeling trusted in supervisor-subordinate relationships. *Journal of Business and Psychology*, *34*, 219-235. https://doi.org/10.1007/s10869-018-9537-x

Stanley, D. J., Meyer, J. P., & Topolnytsky, L. (2005). Employee cynicism and resistance to organizational change. *Journal of Business and Psychology*, *19*(4), 429-459. https://doi.org/10.1007/s10869-005-4518-2

Stavrova, O., Spiridonova, T., van de Calseyde, P., Meyers, C., & Evans, A. M. (2023). Does remote work erode trust in organizations? A within-person investigation in the COVID-19 context. *Social & Personality Psychology Compass, 17*(7), 1-9. https://doi.org/10.1111/spc3.12762

Sulsky, L., & Smith, C. (2005). *Work stress*. Thomson Wadsworth.

Timming, A.R. (2012). Tracing the effects of employee involvement and participation on trust in managers: an analysis of covariance structures. *International Journal of Human Resource Management, 23* (15), 3243-3257. https://doi.org/10.1080/09585192.2011.637058

van der Werff, L., Legood, A., Buckley, F., Weibel, A., & de Cremer, D. (2019). Trust motivation: The self-regulatory processes underlying trust decisions. *Organizational Psychology Review*, *9*(2-3), 99-123. https://doi.org/10.1177/2041386619873616

Vanhala, M. & Riikka, A. (2011). The effect of HRM practices on impersonal organizational trust. *Management Research Review, 34*(8), 869-888. https://doi.org/10.1108/01409171111152493

Viswesvaran, C. & Ones, D. S. (2008). Perspectives on models of job performance. *International Journal of Selection & Assessment, 8*(4), 216-226. https://doi.org/10.1111/1468-2389.00151

Warr, P. (2007). Searching for happiness at work. *Psychologist*, 20(12):726-729.

Xu, S., & Cao, Z. C. (2019). Antecedents and outcomes of work–nonwork conflict in hospitality: A meta-analysis. *International Journal of Contemporary Hospitality Management*, *31*(10), 3919-3942. https://doi.org/10.1108/IJCHM-11-2018-0897

2024 Leading Edge Consortium: Developing Leaders in a Shifting World

The 2024 Leading Edge Consortium is shaping up to be a fascinating and informative event. Two days of keynotes, panels, and other formats will showcase the expertise of 30 preeminent speakers. The agenda, speaker bios, registration information, and more can be found at https://www.siop.org/Leading-Edge-Consortium.

Shonna Waters, LEC cochair, has this to say about the event:

> The SIOP Leading Edge Consortium is a must-attend event for anyone serious about leadership development in today's dynamic business landscape. It offers a unique blend of cutting-edge research, real-world case studies, and interactive learning experiences. In just 2 days, you'll walk away with practical tools and fresh perspectives that can transform your approach to leadership in this shifting world. The LEC provides the knowledge and connections you need to stay ahead in the evolving field of leadership development.

Before the big event will be two preconsortium workshops. Choose from Coaching to Accelerate the Development of Learning Agility and Doing More With Less With Your Talent Agenda. Each provides 3 units of continuing education credit* and both feature impressive instructors. Get the complete details at https://www.siop.org/Leading-Edge-Consortium/Workshops.

LEC Cochair José David explained:

> Since the end of last year, the LEC Committee has been hard at work assembling the program for this year's event. We are excited to bring together an event that captures the current state of leadership and leadership development, the evolving context, often complex, in which leaders need to operate in, and the latest advances in the use of technology for the purposes of leadership development.
>
> I am also excited about the very interdisciplinary group of speakers that we are bringing together. The LEC is bringing speakers from academia, the public and private sectors, organizations of diverse sizes, and practitioners and experts in the fields of psychology, human resources, DEI, learning, law, and coaching.

The program itself is approved for 9.75 units of continuing education credit*. Registration for this event is still open, so make your plans today to attend.

* The 2024 LEC Workshops and Program Blocks are not registered with the State of New York to offer psychology credits. Please read more about this evolving situation on the New York State Psychological Association (NYSPA) website.

SIOP Living History Series News

The brainchild of **Paul Levy** and David B. Baker and launched in 2013 under Historian **Kevin Mahoney**, the SIOP Living History series expands SIOP's institutional and field-related knowledge by capturing insights from prominent I-O psychologists. Recordings of these interviews are kept as artifacts of the living history of I-O psychology and can be found in the SIOP Living History playlist on YouTube.

The latest of these interviews was held August 9. SIOP History Committee Chair **Zhenyu Yuan** interviewed **Dr. Virginia Schein,** whose impressive career spans more than 4 decades. She answered his questions and then took questions from the online audience. Dr. Schein ended the interview by offering her advice for I-O psychologists and students to "follow the question," just like how she developed the influential "Think Manager–Think Male" paradigm by pursuing the important questions. View the event here.

In the past, Living History sessions have taken place during the annual conference. A scheduling issue led to the 2024 installment being held virtually. After much consideration, the History Committee is making the move to take the entire series virtual. The reasons for this are many. First, the session will not have to compete with others at the conference. Second, this opens the door for the committee to hold more than one session per year, allowing even more senior members to share their work and recollections. It will also remove the need for members to travel in order to be interviewed, allowing for interviews with more international members. These sessions will be streamed live so members can watch and ask questions, just as they did with the live sessions.

To suggest someone for the Living History series, please contact Jen Baker at jbaker@siop.org. Previous interviewees are **David P. Campbell, Paul W. Thayer, Frank L. Schmidt, Sheldon Zedeck, Edwin A. Locke** and **Gary P. Latham, Benjamin Schneider, Neal Schmitt, Milton Hakel**, and **Virginia Schein.**

Meet the SIOP Staff

It takes a staff to keep the members of SIOP connected and the day-to-day workings of the Society moving. SIOP has 13 dedicated professionals, and you can read their professional bios at https://www.siop.org/About-SIOP/Staff.

Staffers handle everything from member questions to technology issues. They assist with committee programs and Executive Board initiatives. The annual conference and Leading Edge Consortium logistics are predominantly handled by these highly trained and experienced professionals, who also provide the on-site coordination at these events.

In addition, most of the staff members act as direct liaisons to the more than 40 SIOP committees. This system allows those committees to have a dedicated person to contact when they need resources or information. It also keeps the staff informed of committee goals and activities without having to keep in direct contact with all the chairs and volunteers.

Below is the list of staff names, titles, and associated committees. Though all work from home, you can reach them at 419-353-0032.

David Feldner, CAE, Chief Executive Officer
SIOP Conference
Site Selection (Advisory Group)
Leading Edge Consortium (LEC)
United Nations (UN)
Government Relations Advocacy Team (GREAT)
Institutional Research Committee (IRC)
Elections
Support, Planning, and Research Committee (SPARC) (ad hoc)
Executive Board (EB)
President
President-Elect
Past-President
Financial Officer/Secretary
APA Council Representatives
Ombuds

Jamie Keblesh, Finance and Operations Director
Alliance for Organizational Psychology
Financial Officer/Secretary

Jenny Baker, Sr. Manager, Publications and Events
The Industrial-Organizational Psychologist (TIP)
Research Community Forum
Industrial and Organizational Psychology Journal *(IOP)*
Organizational Frontiers Series
Organizational Science, Translation, and Application Series
Professional Practice Series
Publications Board
Education and Training (E&T)
History

Patty Bringolf, Accounting Specialist
Virtual Program for Great China Region

Scott Case, Business Process Manager
Member database technology transition

Ariel Ellis, Web Manager
New SIOP website transition

Heather Flattery, MPH, CHES®, Program Development Manager
Committee on Ethnic and Minority Affairs (CEMA)
Disability, Inclusion, and Accessibility Committee (DIAC)
International Affairs
LGBTQIA+
Military and Veterans Inclusion
Diversifying I-O Psychology Program (DIP)
Women's Inclusion Network (WIN)
Awards
Fellowship
Professional Practice Committee (PPC)

Robin Ganzel, Education and Programs Manager
Workshops Learning Program (WLP)
Program-SIOP
Consortia
Continuing Education (CE)
Virtual Program for Great China Region
Licensing, Certification, and Credentialing (LCC)

Michelle Goro, Membership and Volunteer Development Manager
Membership
Career Services
President-Elect

Leah Pekarik, Member Relations Specialist
Local I-O Group Relations
Membership

Susan K. Rogers, Business Development Manager
All SIOP advertising/exhibiting/sponsoring and partner agreements

Amber Stark, Marketing and Communications Manager
SIOP Source
Visibility

Michelle Zavaleta, Communications and Governance Specialist
Committee for the Advancement of Professional Ethics (CAPE)
Consortia
Continuing Education
Open Science and Practice Committee (OSPC)
Scientific Affairs

Highlights of August 2024 APA Conference and Council of Representatives Meeting

Jennifer Wessel
Program–APA Chair

APA Conference

The American Psychological Association held its annual conference in Seattle, WA, on August 8–10. We had an excellent program featuring SIOP speakers and several topics of interest to SIOP members. These included

- A main stage event on artificial intelligence featuring SIOP Past President **Tara Behrend** (https://convention.apa.org/agenda/main-stage).
- A feature stage event on the psychological experiences of minoritized professionals (**Jorge Lumbreras**, Melissa-Ann Lagunas, Jamie Crites).
- An invited address by SIOP member **Paul Yost** on resilience in the workplace.
- An informative and interactive session for junior I-O researchers led by Tara Behrend and **Richard Landers.**
- Numerous engaging sessions on organizational and employee resilience. Our speakers discussed supporting employee mental health (**Leslie Hammer**), resilience and stigmatization (Laura Hamill, **Danielle King**), and much more!

Next year's APA Convention is in Denver on August 7–9, 2025. The Program Chair will be **Jennifer Wessel** and Chair-in-Training will be **Melissa Jenkins**. They welcome your suggestions.

APA Council of Representatives Meeting

APA's Council of Representatives is APA's policy-making body. It functions similar to the U.S. Congress. It includes 187 members total. SIOP's 2024 representatives to APA Council are **Tammy Allen, Gary Carter, Rodney Lowman,** and **Roni Reiter-Palmon**.

Council met August 5–7. Several resolutions of interest and relevance to SIOP were on the agenda:

- *Statement on artificial intelligence and the field of psychology*. Council approved a policy (vote 156–2) to recognize the critical role of psychological science and knowledge in guiding the many forms, applications and analyses of AI, and the real and potential impacts of artificial intelligence on psychological research and the training, practice, and application of psychology. The policy states:

  > APA affirms the vital role of the discipline of psychology in addressing societal challenges, the challenges and opportunities related to health and well-being, and the ethical and privacy implications of AI. APA is resolutely committed to identifying, mitigating, and eliminating harmful impacts of AI while ensuring that everyone in society can benefit from AI technologies to the greatest extent possible.

  The role of APA and psychology falls into three domains: shaping AI's societal impact, using AI to promote health and well-being, and addressing and upholding ethics and privacy related to AI. Several SIOP members were involved in the development of the policy.

- *Statement on Israel-Gaza conflict.* After lengthy debate, Council passed a measure, by a vote of 106–52, with 8 abstentions, calling for "an immediate, permanent, and comprehensive ceasefire in the Israel-Gaza conflict. …APA urges all actors to prioritize the protection of civilians, to adhere to international humanitarian law, and to engage in meaningful dialogue and negotiation toward just and sustainable resolutions," the resolution states. It also calls for "increased access to culturally responsive, contextually relevant, evidence-based psychological resources for those affected by armed conflict and living through humanitarian emergencies." Passage of this statement continues to be a point of discussion on the Council listserv.

- *Resolution supporting girls' and women's human rights*. Regarding the global rights of women and girls, the Council approved a resolution by a vote of 157–4, with 3 abstentions, calling for national and international educational initiatives to enhance awareness of the issue. The measure commits APA to expanding formal education about girls' and women's rights and promoting research on factors that "enable versus prevent violations of girls' and women's human rights." This resolution notes that girls and women are denied numerous human and legal rights, including sexual and reproductive rights; educational, work, and economic rights; the right "to choose if, when and who[m] to marry; and the rights of self-expression and self-determination." The measure also directs APA to work to eliminate research practices that "implicitly but powerfully marginalize girls' and women's experiences and rights."

If you are interested in getting involved with APA, please feel free to reach out to any of your APA Council reps.

Tara Behrend (left) on the main stage at the APA convention.

The feature stage event with Jorge Lumbreras (center).

Paul Yost address


APA202

The author with Laura Hammill and Danielle King

New Preconference Event for 2025

New initiatives are coming to fruition to serve the needs of SIOP members. New for the 2025 annual conference are Research Community Forums (RCF). The brainchild of SIOP Past President **Tara Behrend**, these new events will be held on Wednesday, April 2, 2025 from 1-5 pm and will consist of a mix of invited content (e.g., talks or posters identified via the submission process below) and networking/brainstorming activities to generate future research ideas and collaborations. Behrend explains the reasoning behind the creation of these forums:

> As the SIOP community grows, it has become a little harder to find and connect with colleagues who work on similar research topics. Those connections are part of what makes SIOP such a special and worthwhile conference, so we wanted to find a way to create more of those spaces where mutual knowledge sharing and collaboration can happen. This will greatly improve the quality of our science too, by making it easier to discover and share new ideas amongst peers in the scientific community.

Emily Solberg and her task force have planned three presentation topics for this event (see below). Members may submit for the forums through the same submission portal used for the rest of the annual conference sessions. Because each of the three forums will be using different methods for presentation, the submission requirements vary slightly among them. Please review the requirements before going to the submission portal (requirements are linked at the bottom of the RCF homepage). Registration will be through conference registration, and cost is only $95. Attendees must also be registered for the annual conference. Complete details are available at the RC Forums homepage.

New Directions for DEI in the Workplace
Organizers: Courtney Bryant Shelby, Lawrence Houston, and Isaac Sabat
Coordinator: Kristina Bauer

AI Applied to Selection
Organizers: Emily Campion and Ivan Hernandez
Coordinator: Richard Landers

Thinking Big, Thinking Small: Pushing Occupational Health Psychology into the Micro and Macro
Organizers: Keaton Fletcher and Katina Sawyer
Coordinator: Emily Solberg

Special Interest Groups Coming Soon!

The brainchild of SIOP Past President **Tara Behrend**, three special interest groups (SIG) will debut in 2025. Behrend created a task force in 2024 to investigate the interest in and logistics of creating these groups. Chair **Roni Reiter-Palmon** assembled a group of interested members to create a proposal for the Executive Board: **Richard Landers, Enrica Ruggs, Amy DuVernet, Ny Mia Tran, Jaclyn Martin Kowal, David Arena, Catherine Neale**, and SIOP staff member Jenny Baker. This proposal was presented and approved at the September 20 board meeting.

The impetus for creating these groups was to increase member networking opportunities and create a space that will also encourage collaborative research. Now that SIOP is upgrading technology, software will be in place after the first of the year that can support such communities.

The SIG Task Force recommends the creation of three SIGs as initial test groups for a 1-year pilot test. These SIG areas were determined based on interest during the annual conference indicated by data from the Whova app.

1. AI in I-O Psychology
2. Early Career Practitioners
3. People Analytics

The pilot will span 1 year from approximately April 2025 through April 2026, allowing SIOP staff to launch new technology needed to manage and promote SIGs. Outcomes of the pilot will include information on the viability of SIGs within SIOP, particularly as it relates to the ability of SIGs to produce member value, as well as revisions and refinement to the long-term approach.

Each SIG will have a leader, or Champion, who will be involved in promoting and helping the SIG to succeed. These Champions can also serve as a moderator (or choose someone else for that role), keeping an eye on the discussions housed on the SIOP website. Though they will not have budgets, the groups are encouraged to plan activities, such as Zoom webinars, conference meet-ups, and reading clubs, to foster a sense of community among members.

A webpage on the SIOP website will provide information about joining a SIG, creating a new one, or sunsetting an existing group. Keep an eye out for this information in February 2025.

***Timeless TIP:* Opening Up, Winter 2020**

Christopher Castille has been helping us “open up” as an extension of early work with SIOP’s Open Science and Practice (OSP) Committee since fall 2019. We want to remind you of (or introduce newer readers to) the fundamentals of understanding and advancing I-O as an open science. Please enjoy this reprint of Opening Up from winter 2020.

A Primer on Open Science for Industrial-Organizational Psychologists

Christopher M. Castille
Nicholls State University

Introduction

My purpose with this “Opening Up” article is to orient *TIP* readers – both practicing I-O psychologists and academics—to open science. Think of this particular article as your first class on open science. I will share an interesting story to give you some historical context on the open science movement, highlight facts that should make it abundantly clear why you are taking this course, and clarify key terms that you need to know. Subsequent articles will touch on the many ways we might make our collective work more replicable, reproducible, and credible by adopting open science practices. By the end of this course, my goal is that you leave more aware of the need for open science, but also possessing effective tactics for opening up our science. Crucially, I hope to leave you with more questions than answers.

A Brief History of the Replication Crisis

In 2011, a study was published in a top-tier journal—the *Journal of Personality and Social Psychology* (JPSP) —that fundamentally challenged the methodological foundations of psychological science writ large. This study, conducted by eminent Cornell University social psychologist Daryl Bem, presented nine studies involving over 1,000 participants on *precognition* (i.e., conscious awareness of future events) and *premonition* (i.e., affective apprehension regarding future events), eight of which provided statistically significant evidence that individuals held the ability to feel the future (Bem, 2011). The studies involved taking classical psychological phenomena—such as how erotic images cause arousal and training can affect recall—and time-reversing the effects (e.g., if someone received training in the future, that would facilitate performance in the present). Bem estimated that such *psi* effects were rather robust for psychological phenomena: a Cohen’s *d* of .22. Just imagine pitching *psi* to an executive via a utility analysis to garner support for a future training investment: “If we train employees in the future, they will perform better in the present because of *psi*.”

Bem’s work caught the attention of the media and the broader scientific community. He appeared on MSNBC claiming to provide strong evidence of psychic phenomena (MSNBC, 2011) as well as Comedy Central’s *Colbert Report* (see “Time-Traveling Porn”, Colbert, 2011). Quickly thereafter, his work was roundly criticized by the academic community. *Psi* had long been a debunked idea (see Alcock, 2011). It also raised serious questions about the quality of statistical thinking going on in psychology and whether we should abandon null hypothesis significance testing (see Wagenmakers, Wetzels, Borsboom, & van der Maas, 2011). Scholars called into question the quality of the peer review process in general and the

values of the academic community (i.e., quantity over quality, publish or perish; see Gad-el-Hak, 2011) and raised the possibility that science itself was broken (Engber, 2017).

Though there were many attempted replications that failed to support Bem's findings (see Galak, LeBoeuf, Nelson, & Simmons, 2012; Ritchie, Wiseman, & French, 2012), the debate over the substantive nature of Bem's contributions is still unresolved. In fact, there is a large-scale collaborative effort to replicate Bem's work going on in the present (Kekecs et al., 2019). Notably, one replication attempt (i.e., Ritchie et al.) was rejected by JPSP because the journal does not publish replications (see Aldhous, 2011). This reflects a deeper trend among publications in psychology. A review of psychological studies since the beginning of the 20th century using the term "replication" suggests that roughly 1 in 1,000 studies are replicated. Interestingly, replications are more likely to be "successful" when the seminal author co-wrote the replication (Makel, Plucker, & Hegarty, 2012). We can all agree that such lack of replication can impede scientific progress (Meehl, 1978).

Bem's work prompted some soul searching among psychologists and a shift toward greater openness. If research on such an implausible hypothesis met the bar for methodological rigor necessary for admittance to a top-tier journal, what else might also meet (or have met) the bar and yet be similarly implausible (Chambers, 2017)? What followed were researchers trying and often failing to replicate both novel and classical findings in psychology. For instance, a large scale effort to replicate 100 studies in both social and cognitive psychology suggested that less than half of the published literature is replicable (Open Science Collaboration, 2015). Other replication attempts into topics that are quite relevant to I-O psychology also encountered replicability issues. I will highlight just two for now.

- ***Ego depletion***—the notion that self-control is a finite resource and can be exhausted—informs research on the regulation and control of behavior in organizational life (e.g., Rosen, Koopman, Gabriel, & Johnson, 2016). And though over 600 studies have corroborated the ego depletion hypothesis, mainstream social psychology is now questioning whether the effect is real (Inzlicht & Friese, 2019). A large-scale pre-registered replication attempt involving over 2,000 participants failed to support the foundational experimental paradigm (Hagger et al., 2016). Similar research areas involving delay of gratification (i.e., the infamous marshmallow experiments; see Shoda, Mischel, & Peake, 1990) have also been considered to lack replicability (see Hagger et al., 2016).
- ***Stereotype threat***—the notion that cues in an environment can confirm a negative stereotype about one's social group, harming performance (Steele & Aronson, 1995)—informs research on helping women and minorities succeed (Kinias & Sim, 2016; Nguyen & Ryan, 2008). However, a large-scale replication involving over 2,000 participants did not find any evidence supporting the stereotype threat effect (see Flore, Mulder, & Wicherts, 2018). Indeed, a recent meta-analysis of this literature suggests that, if there is a stereotype effect in practice, the effect is small to trivial (Shewach, Sackett, & Quint, 2019). However publication bias in the academic literature, which has long been known as a flaw with the scientific record (for a review, see Kepes & McDaniel, 2013), suggests that the effect size has been inflated.

To be fair toward scholars working in these areas, I should point out that the above sources of evidence are not without their own criticism. For instance, the Open Science Collaboration was criticized as not representatively sampling psychological studies (see Gilbert, King, Pettigrew, & Wilson, 2016). And though we do not know how credible any body of scientific evidence is (Blastland, 2019), others are interested in answering this question. For instance, the Department of Defense is building an artificial intelligence that can help identify which studies are replicable or reproducible (Resnick, 2019). Darpa has promised $7.6 million to the Center for Open Science, which will create a database of 30,000 claims

from the social science and, for 3,000 of those claims, attempt to replicate them. Importantly, they will ask experts to bet on whether a claim would replicate (Center for Open Science, 2019). Such prediction markets can, indeed, predict which effects would replicate. A study of 21 experimental studies published in *Nature* and *Science* between 2010 and 2015—whereby ~62% of effects were replicated—found a strong correlation linking scientists beliefs regarding replicability and actual replicability (Spearman correlation coefficient: 0.842; Camerer et al., 2018). Additionally, such expert judgment could be built into an artificial intelligence that could then scour the literature and score work for credibility.

Now that you have some historical context on the open science movement as well as some understanding of present events, let's turn to key terms and ideas.

Key Terms and Ideas

Open science. This term refers to an umbrella of practices intended to promote openness, integrity, reproducibility, and replicability in research (Banks et al., 2018; Nosek et al., 2015). These practices are broad and include practices such as make peer reviews open and accessible via PubPeer (pubpeer.com), preregistering a study (via osf.io/prereg/), to simply sharing reference libraries (e.g., via Zotero, see zotero.org), but includes many more see (Kramer & Bosman, 2018). The Center for Open Science has emerged as a part of a broader movement to make scientific disciplines more transparent, open, and reproducible—so I strongly recommend that you visit this resource if you have not already done so.
Reproducibility. The American Statistical Association (ASA) distinguished between reproducibility and replicability (see Broman et al., 2017). A study is **reproducible** if you can take the original data and code to reproduce the numerical findings from a study. Although this may sound trivial, in practice this standard may not be met. For instance, in a sample of 88 strategic management studies published in the top-tier *Strategic Management Journal*, about 70% did not disclose enough detail to permit independent tests of reproducibility and of those that did, almost one-third of supported hypotheses were not corroborated (Bergh, Sharp, Aguinis, & Li, 2017). Closer to home, research into the reproducibility of psychology has revealed that statistical reporting errors published top-tier psychology journals are quite prevalent. An examination of publications from 1985–2013 suggests that roughly half of all published studies contain at least one statistical reporting error—and this includes about one-third of articles from the *Journal of Applied Psychology* (Nuijten, Hartgerink, van Assen, Epskamp, & Wicherts, 2016).

Replicability. Conversely, the ASA defined **replicability** as the extent to which an entire study could be repeated independently of the original investigator without use of the original data and reaching the same conclusions. Again, while this may sound trivial, it too is in a standard that may not be met in practice. Early reports on the replicability of 50 highly influential studies in the domain of cancer biology dropped to under 20 studies due to insufficient detail in the method sections (Kwon, 2018).

Preregistration. This is the act of specifying hypotheses and methods for testing them in advance of gathering data. A key aim of preregistration is to create a clear separation between hypothesis generation (which occurs under exploratory conditions, a.k.a. *postdiction*) and hypothesis testing (which occurs under confirmatory conditions, a.k.a. *prediction*; see cos.io/prereg/ for more details).

Simply put, preregistration can allow results to be transparently reported. In practice, this does not seem to occur—due to a strong publish-or-perish culture in academia—and can lead to literature biased by positive results. For instance, in a review of papers from hard sciences (e.g., space science) to soft sciences (e.g., business, economics, psychology), Fanelli (2010) found that though journals from all sciences favor positive results, psychology prefers to publish positive/confirmatory results: 91–97% of

articles refute the null or confirm some alternative hypothesis. Fanelli also showed how positive results are more likely to be reported in softer sciences described by weaker paradigms and higher rejection rates, such as psychology, business, and economics. However, preregistration can cut down on such bias reporting. One early study suggests that preregistered studies only report positive results 43% of the time (Schijen, Scheel, Anne, & Lakens, 2019).

To be fair, preregistration is not a panacea. Indeed, a study of preregistrations that eventually were published in the journal *Psychological Science* revealed that researchers often deviated from preregistered protocols and do not report the reason for deviating from protocols (Adam, 2019). Now, deviations can occur for a number of reasons that are not so questionable (e.g., forgetting, situations changing, etc.). Further, it has been argued recently that preregistration will not save us if we cannot adequately map the theories we are testing onto the statistical models that we are utilizing (Szollosi et al., 2019).

Still, preregistration is a valuable tool in the scientists' toolkit because it involves an opportunity to plan and *then* reveal what was planned and not planned. In other words, it is less a policing effort and more a mechanism of encouraging transparency. It helps to shed light on assumptions and decisions used by researchers in their work, which may explain why certain effects are observed (while others are not observed). For instance, consider preregistration within the context of meta-analysis, where so many decisions can influence an estimated effect size. A meta-analysis of double-blind randomized controlled trials offered 9,216 ways to compute an effect size depending on the decision rules that applied. While the largest density of results hovered just under the $p = .05$ threshold for establishing statistical significance, the effect sizes ranged from -.38 to .18 (see Palpacuer et al., 2019).

Registered reports. Journals can encourage open science by having a registered report submission track. Registered reports involve two stages whereby reviewers evaluate the theory and methods of a study (ideally) prior to data collection, offering a conditional acceptance to designs that answer meaningful questions with rigor. In I-O psychology, journals adopting this format of submission are the *Journal of Business and Psychology*, the *Journal of Occupational and Organizational Psychology,* the *International Journal of Selection and Assessment*, and the *Journal of Personnel Psychology*. A full list of journals accepting registered reports is available at the Center for Open Science (https://cos.io/rr/).

Early reports suggest that preregistration may help strengthen a paradigm when journals adopt a registered report submission process. For instance, the journal *Cortex* observed that when authors submit their work as a registered reports, only 10% of submissions were rejected. This is in stark contrast to the primary/conventional submission track, whereby 90% of submissions are rejected (see Chambers, 2019).

A Call to Open Up Industrial and Organizational Psychology

We are at our best when our work informs evidence-based practice by challenging beliefs about the way the world works. Adopting open science furthers evidence-based practice (Banks et al., 2018). As pointed out by Banks et al.: "Evidence-based management stands to benefit from these practices as practitioners will gain increased access to scientific content, which in turn could ultimately reduce the science-practice gap (Banks & McDaniel, 2011; Schmidt & Oh, 2016)."

As industrial and organizational psychologists, we use the scientific method while applying the principles of psychology to enhance organizational performance. Just as medical researchers have produced

insights into how suffering might be reduced, our collective body of evidence provides insights into how individual, team, and organizational performance might be enhanced for the benefit of society. Indeed, by comparison to the medical sciences, our interventions are often more effective, though the public may not see them as such (see Erez & Grant, 2014).

By contrast, using the scientific method is part of what sets our science apart from the pseudosciences (e.g., *psi*, the anti-vax movement, homeopathy), but it is by far not the only thing. As Richard Feynman (1974) put it in his infamous speech on cargo cult science, even pseudosciences can look like science. They may "follow all the apparent precepts and forms of scientific investigation, but they are missing something essential." He was referring to a sort of "bending over backwards" to specify the constraints on a claim and a lingering feeling that we are deeply mistaken. Such is needed for a field to build a cumulative character of knowledge (Meehl, 1978). Open science practices will be the kind of "bending over backwards" that is needed for us to attain such a cumulative character.

Certain norms are also what set us apart from the pseudosciences. According to sociologist Robert K. Merton, these norms compel scientists within a community to collectively share data openly, evaluate contributions on their own merit, approach knowledge claims in a disinterested manner, and consider all relevant evidence—even contrary evidence—for a claim (see Merton, 1973). Merton also suggested that communities that deviate from these norms are not sciences, but pseudosciences that see nature not as it is revealed via rigorous methodology, but as they would like to see it.

I would like you to entertain a set of provocative questions: Is industrial and organizational psychology—and for that matter, related disciplines (e.g., management, organizational behavior, etc.)—more like science or pseudoscience? While this may be an uncomfortable comparison, it is important to be consistently avoiding pseudoscientific practices while maintaining and improving good scientific practices. Open science does exactly this, helping I-O psychology grow its accountability and reputation as a science-based field. Accusations of unreliability or being a pseudoscience have long been levied at psychology (see Landis & Cortina, 2015; Popper, 1962). Are we a soft science as the public—including funding agencies—perceive us to be (Landis & Cortina)? Or is our science just harder than the hard sciences (Diamond, 1987), and so we must be thoughtful in informing others about who we are and what we can do? How you think of these questions matters because it relates to the need for open science.

Despite what you may think after my admittedly brief and cursory review: science is not broken. I hope that it does suggest that we have room for improvement. We all probably want more robust evidence precisely so that our decisions and actions can be more reliable. As such, I ask that you consider the possibility that the rules of the game we call science be challenged (Chambers, Feredoes, Muthukumaraswamy, & Etchells, 2014). If in this challenge we find that that there is room to grow, this is a sign of strength because it demonstrates that our discipline is truly a science.

Next Time on *Opening Up...*

We will answer a key question: how credible is the I-O psych literature (and related literatures)? As a preparatory reading, take a look at Kepes and McDaniel (2013). If you want a deeper dive, consider *Management Studies in Crisis* (Tourish, 2019) and *The Seven Deadly Sins of Psychology* (Chambers, 2017). I will also discuss more key terms (e.g., questionable research practices, QRPs) and other high-profile cases of irreproducibility that are closer to home. Additionally, consider resources made available by the Consortium for the Advancement of Research Methods and Analysis (CARMA), which is providing

unlimited free access to open science resources produced by scholars in the organizational sciences (https://carmattu.com/2019/11/22/9-carma-open-science-portal-unlimited-free-access/). There, you will find an interview that Mike Morrison and I conducted with Dr. Larry Williams, who is the director of CARMA, and Dr. George Banks, who is one of the leading figures in open science. We talk about QRPs, scientific reform, and ask for tips for opening up our science.

Timeless TIP is a way to spotlight and reflect on past columns and articles from the archives, and help them reach the eyes of newer *TIP* readers. If you would like to recommend a past article to be featured, please email me at siop.tip.editor@gmail.com.

References

Adam, D. (2019, May 23). A solution to psychology's reproducibility problem just failed its first test. *Science.* Retrieved November 29, 2019 from https://www.sciencemag.org/news/2019/05/solution-psychology-s-reproducibility-problem-just-failed-its-first-test

Alcock, J. (2011, January 6). Back from the future: Parapsychology and the Bem Affair. *Skeptical Inquirer*. Retrieved from https://skepticalinquirer.org/exclusive/back_from_the_future/

Aldhous, P. (2011, May 5). Journal rejects studies contradicting precognition. *New Scientist.* Retrieved from https://www.newscientist.com/article/dn20447-journal-rejects-studies-contradicting-precognition/

Banks, G. C., Field, J. G., Oswald, F. L., O'Boyle, E. H., Landis, R. S., Rupp, D. E., & Rogelberg, S. G. (2018). Answers to 18 questions about open science practices. *Journal of Business and Psychology*. https://doi.org/10.1007/s10869-018-9547-8

Bem, D. J. (2011). Feeling the future: Experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of Personality and Social Psychology*, *100*(3), 407–425. https://doi.org/10.1037/a0021524

Bergh, D. D., Sharp, B. M., Aguinis, H., & Li, M. (2017). Is there a credibility crisis in strategic management research? Evidence on the reproducibility of study findings. *Strategic Organization*, *15*(3), 423–436. https://doi.org/10.1177/1476127017701076

Blastland, M. (2019). *The hidden half: How the world conceals its secrets*. London, England: Atlantic Books.

Broman, K., Cetinkaya-Rundel, M., Nussbaum, A., Paciorek, C., Peng, R., Turek, D., & Wickham, H. (2017). *Recommendations to funding agencies for supporting reproducible research*. American Statistical Association.

Camerer, C. F., Dreber, A., Holzmeister, F., Ho, T.-H., Huber, J., Johannesson, M., … Wu, H. (2018). Evaluating the replicability of social science experiments in *Nature* and *Science* between 2010 and 2015. *Nature Human Behaviour*. https://doi.org/10.1038/s41562-018-0399-z

Center for Open Science. (2019, February 5). *Can machines determine the credibility of research claims?* Retrieved December 2, 2019, from https://cos.io/about/news/can-machines-determine-credibility-research-claims-center-open-science-joins-new-darpa-program-find-out/

Chambers, C. (2017). *The seven deadly sins of psychology: A manifesto for reforming the culture of scientific practice*. Princeton, NJ: Princeton University Press.

Chambers, C. (2019). *Registered reports: Concept and application PhD workshop*. Retrieved from https://osf.io/z6xqr/

Chambers, C., Feredoes, E., Muthukumaraswamy, S., & Etchells, P. (2014). Instead of "playing the game" it is time to change the rules: Registered reports at *AIMS Neuroscience* and beyond. *AIMS Neuroscience*, *1*(1), 4–17. https://doi.org/10.3934/Neuroscience.2014.1.4

Colbert, S. (2011, January 27). Time-traveling porn—Daryl Bem. *The Colbert Report* [Video Clip]. Retrieved November 28, 2019 from http://www.cc.com/video-clips/bhf8jv/the-colbert-report-time-traveling-porn---daryl-bem

Diamond, J. (1987). Soft sciences are often harder than hard sciences. *Discover*. Retrieved from http://jareddiamond.org/Jared_Diamond/Further_Reading_files/Diamond%201987_1.pdf

Engber, D. (2017, May 17). Daryl Bem proved ESP is real, which means science is broken. *Slate*. Retrieved November 28, 2019, from https://slate.com/health-and-science/2017/06/daryl-bem-proved-esp-is-real-showed-science-is-broken.html

Erez, A., & Grant, A. M. (2014). Separating data from intuition: Bringing evidence into the management classroom. *Academy of Management Learning & Education*, *13*(1), 104–119. https://doi.org/10.5465/amle.2013.0098

Fanelli, D. (2010). “Positive” results increase down the hierarchy of the sciences. *PLOS ONE*, *5*(4), e10068. https://doi.org/10.1371/journal.pone.0010068

Feynman, R. (1974). *Cargo cult science*. Caltech.

Flore, P. C., Mulder, J., & Wicherts, J. M. (2018). The influence of gender stereotype threat on mathematics test scores of Dutch high school students: A registered report. *Comprehensive Results in Social Psychology*, *3*(2), 140–174. https://doi.org/10.1080/23743603.2018.1559647

Gad-el-Hak, M. (2011, January 7). When peer review falters. *The New York Times*. Retrieved from https://www.nytimes.com/roomfordebate/2011/01/06/the-esp-study-when-science-goes-psychic/when-peer-review-falters

Galak, J., LeBoeuf, R. A., Nelson, L. D., & Simmons, J. P. (2012). Correcting the past: Failures to replicate psi. *Journal of Personality and Social Psychology*, *103*(6), 933–948. https://doi.org/10.1037/a0029709

Gilbert, D. T., King, G., Pettigrew, S., & Wilson, T. D. (2016). Comment on “estimating the reproducibility of psychological science.” *Science*, *351*(6277), 1037–1037. https://doi.org/10.1126/science.aad7243

Hagger, M. S., Chatzisarantis, N. L. D., Alberts, H., Anggono, C. O., Batailler, C., Birt, A. R., … Zwienenberg, M. (2016). A multilab preregistered replication of the ego-depletion effect. *Perspectives on Psychological Science*, *11*(4), 546–573. https://doi.org/10.1177/1745691616652873

Inzlicht, M., & Friese, M. (2019). The past, present, and future of ego depletion. *Social Psychology*, *50*(5–6), 370–378. https://doi.org/10.1027/1864-9335/a000398

Kekecs, Z., Aczel, B., Palfi, B., Szaszi, B., Szecsi, P., Kovacs, M., … Liu, H. (2019). Raising the value of research studies in psychological science by increasing the credibility of research reports: The Transparent Psi Project. *PksyArXiv Preprints*, 44.

Kepes, S., & McDaniel, M. A. (2013). How trustworthy is the scientific literature in industrial and organizational psychology? *Industrial and Organizational Psychology*, *6*(03), 252–268. https://doi.org/10.1111/iops.12045

Kinias, Z., & Sim, J. (2016). Facilitating women’s success in business: Interrupting the process of stereotype threat through affirmation of personal values. *Journal of Applied Psychology*, *101*(11), 1585–1597. https://doi.org/10.1037/apl0000139

Kramer, B., & Bosman, J. (2018). *Rainbow of open science practices*. https://doi.org/10.5281/ZENODO.1147025

Kwon, D. (2018, August 1). Effort to reproduce cancer studies scales down to 18 papers. *The Scientist*. Retrieved August 12, 2019, from https://www.the-scientist.com/news-opinion/effort-to-reproduce-cancer-studies-scales-down-effort-to-18-papers-64593

Landis, R. S., & Cortina, J. M. (2015). Is ours a hard science (and do we care)? In C. E. Lance & R. J. Vandenberg (Eds.), *More statistical and methodological myths and urban legends* (pp. 9–35). New York, NY: Routledge.

Makel, M. C., Plucker, J. A., & Hegarty, B. (2012). Replications in psychology research: How often do they really occur? *Perspectives on Psychological Science*, *7*(6), 537–542. https://doi.org/10.1177/1745691612460688

Meehl, P. E. (1978). Theoretical risks and tabular asterisks: Sir Karl, Sir Ronald, and the slow progress of soft psychology. *Journal of Consulting and Clinical Psychology*, *46*, 806–834.

Merton, R. (1973). *The sociology of science: Theoretical and empirical investigations*. Chicago, IL: University of Chicago Press.

MSNBC. (2011). Professor: Strong evidence ESP is real. *NBCNews.com* [Video]. Retrieved from http://www.nbcnews.com/video/msnbc-news/40965642

Nguyen, H.-H. D., & Ryan, A. M. (2008). Does stereotype threat affect test performance of minorities and women? A meta-analysis of experimental evidence. *Journal of Applied Psychology*, *93*(6), 1314–1334. https://doi.org/10.1037/a0012702

Nosek, B. A., Alter, G., Banks, G. C., Borsboom, D., Bowman, S. D., Breckler, S. J., … Yarkoni, T. (2015). Promoting an open research culture. *Science*, *348*(6242), 1422–1425. https://doi.org/10.1126/science.aab2374

Nuijten, M. B., Hartgerink, C. H. J., van Assen, M. A. L. M., Epskamp, S., & Wicherts, J. M. (2016). The prevalence of statistical reporting errors in psychology (1985–2013). *Behavior Research Methods*, *48*(4), 1205–1226. https://doi.org/10.3758/s13428-015-0664-2

Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, *349*(6251), aac4716–aac4716. https://doi.org/10.1126/science.aac4716

Palpacuer, C., Hammas, K., Duprez, R., Laviolle, B., Ioannidis, J. P. A., & Naudet, F. (2019). Vibration of effects from diverse inclusion/exclusion criteria and analytical choices: 9216 different ways to perform an indirect comparison meta-analysis. *BMC Medicine*, *17*(1), 174. https://doi.org/10.1186/s12916-019-1409-3

Popper, K. (1962). *Conjectures and refutations*. New York, NY: Basic Books.

Resnick, B. (2019, February 25). The military wants to build a bullshit detector for social science studies. *Vox.* Retrieved March 20, 2019, from https://www.vox.com/science-and-health/2019/2/25/18211125/darpa-score-center-for-open-science-ai

Ritchie, S. J., Wiseman, R., & French, C. C. (2012). Failing the future: Three unsuccessful attempts to replicate Bem's "retroactive facilitation of recall" effect. *PLOS ONE*, *7*(3), e33423. https://doi.org/10.1371/journal.pone.0033423

Rosen, C. C., Koopman, J., Gabriel, A. S., & Johnson, R. E. (2016). Who strikes back? A daily investigation of when and why incivility begets incivility. *Journal of Applied Psychology*, *101*(11), 1620–1634. https://doi.org/10.1037/apl0000140

Schijen, M., Scheel, Anne, & Lakens, D. (2019). Positive result rates in psychology: Registered reports compared to the conventional literature. *https://osf.io/854zr*/

Shewach, O. R., Sackett, P. R., & Quint, S. (2019). Stereotype threat effects in settings with features likely versus unlikely in operational test settings: A meta-analysis. *Journal of Applied Psychology*, *104*(12), 1514–1534. https://doi.org/10.1037/apl0000420

Shoda, Y., Mischel, W., & Peake, P. K. (1990). Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions. *Developmental Psychology*, *26*(6), 978–986.

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, *69*(5), 797–811. https://doi.org/10.1037/0022-3514.69.5.797

Szollosi, A., Kellen, D., Navarro, D., Shiffrin, R., van Rooij, I., Van Zandt, T., & Donkin, C. (2019). *Is preregistration worthwhile?* [Preprint]. https://doi.org/10.31234/osf.io/x36pz

Tourish, D. (2019). *Management studies in crisis: Fraud, deception and meaningless research*. Cambridge, UK: Cambridge University Press.

Wagenmakers, E.-J., Wetzels, R., Borsboom, D., & van der Maas, H. L. J. (2011). Why psychologists must change the way they analyze their data: The case of psi: Comment on Bem (2011). *Journal of Personality and Social Psychology*, *100*(3), 426–432. https://doi.org/10.1037/a0022790

***Timeless TIP*: Academic's Forum, Fall 2017**

In this fall 2017 installment of the *Academic's Forum*, Gabriel candidly shares her experiences as a then-time early career, tenure track academic. For current academic readers who are also early career, you'll no doubt see what good company you're in at a time when imposter syndrome runs rampant (one of many times I'm afraid). And for readers who have already tenured, I hope you enjoy the nostalgia of that frenzied energy from a career stage that may now feel like a lifetime ago. As you read about the kinds of people who can be a source of support on the academic road, I hope you'll think about the ones who fill(ed) these roles for you (even better, give 'em a call or a hug!). Today, the absolutely prolific scholar, mom, and self-proclaimed cat lady, Allison Gabriel, is the Thomas J. Howatt Chair in Management and Faculty Director of the Center for Working Well at Purdue University's Daniels School of Business.

Academic's Forum: On Reminding Yourself That Everything (Truly) Is Fine

Allison S. Gabriel

I skipped writing an article for the July 2017 *TIP*, and that was intentional. When **Morrie Mullins** approached me back in 2014 to write this column, he told me that he wanted me to write about my experience as an assistant professor—the good, the bad, and the in between—and I like to think that thus far I've held up my end of the bargain. By and large, as I read back columns I've written, I can hear my voice in all of them, and I hope that the things I'm saying are not only helpful but also a realistic view into my experiences and various thoughts thus far in my career. But, when I was writing my July 2017 column, I realized that what I was doing was writing a shiny version of a difficult time professionally—I was coming off a string of (sometimes really hurtful) manuscript rejections and was trying to write a column about how to deal with difficult news (first, do this… then, do this…). As I wrote and rewrote the column, I kept coming to the same conclusion: This doesn't sound like me, and it's not the truth. I emailed **Tara Behrend** quickly to say I couldn't turn in a column because it wasn't coming together and it didn't sound like me, and she was gracious and understanding and gave me a much needed pass on the deadline.

The truth is, I love my job. I still can't believe a lot of days that I get to go to work and solve academic puzzles and work with students and colleagues on research. But, the other truth is that this job requires a lot of mental toughness, and some days I don't have it, and the process we are in as academics wears me down. For instance, publishing is constantly a battle, and although I think I've been able to figure some things out—I try to keep my general panic tied to the words "high risk" to a minimum as much as possible, though my coauthors probably actively disagree with that—publishing is always going to take a lot of psychological and emotional stamina. As I mentioned above, about 3 months ago, I received a rejection and it *hurt*. If you talk to my coauthors, they'd tell you that I was frustrated, upset, and slightly shaken up more than I'd like to admit. I say this not looking for sympathy but rather because I worry that we don't talk about *this* side of the story as much as we should. The journal publishing statistics are out there, and we know it's a small numbers game—this is something I tell my students to prepare them for the realities of publishing in our field. Yet, we often just see the CVs that are polished and clean and hide the battle scars, unless you look at this professor's CV, to which I bow down.

Around the time of the aforementioned rejection, a friend of mine received a rejection as well (from the same journal, to boot). We consoled each other via texts full of gifs and emojis to cheer each other up, and the next day we spoke on the phone because—rejections aside—we still had to work on a paper that needed to get done. After rehashing our rejections and the reviewer comments that were so right

or so wrong and everything else we could have maybe done differently, we both proclaimed: "Everything's FINE." We weren't being sarcastic—everything *is* fine even when it's not, because things come in waves with this type of job. There are periods where everything hits, and there are periods where everything crashes, but it all tends to balance out in the end. With everything going on in the world (and lately, there is *a lot*), I know that my stressors are peanuts in the bigger picture. So, this column isn't about how to overcome rejection, or how to handle reviewers, because there really isn't a one-size-fits-all solution for either of those issues other than saying "stay resilient" and "answer all the things." Instead, I'd like to take a few hundred words to highlight the people—in some very broad categories—that have helped me remember that everything's fine while "on the mill."

The person in your department who gets you/your work. I'm lucky to have worked in three departments counting my graduate program where I had folks up the hall or next door with whom I could be myself. I mean my absolute, authentic self—people who I could go into their office to vent, to celebrate, and to just express my frustration or anxiety in a 100% judgment-free way. I realize that these people don't always exist in a department, or there may be politics within a department that may preclude these kind of conversations from happening. But, that is yet to be my experience, and I'm hoping that never changes. As I mentioned a few columns back, this is even my policy when it comes to my doctoral students working with me—we talk about all of the feelings and thoughts tied to publishing, because what are we doing if we are pretending that there aren't the ups and downs tied to this crazy research process?

***The person in another academic department who knows the publishing process but not your work*.** I like the fact that I have several colleagues who have become close friends in other departments in the business school as well as outside the business school who can simply commiserate about the publication process without getting into the nitty gritty details of our research. Sometimes, I don't *want* to talk about the theoretical implications I'm trying to sell or the issues with the methods I'm applying or the complications I'm experiencing with a new type of analysis. That's OK, because these conversations tend to take a deeper dive into discussions of well-being. Lunches focus on questions of whether I'm still running/training for any races as a way to cope with stress or how to balance work-family demands (work-husband-pet demands as of present is what I can contribute to this conversation). Sometimes, the conversations shift towards comparing tenure expectations across the different departments and the type of identity we are trying to create in the field. It's nice to have people who are in the tenure process but not my *exact* tenure process. It's just pure emotional support, and sometimes that's all you need.

The coauthor at another school who will call you out when you need to calm down. I'm fortunate that a lot of my coauthors are the people I want to hang out with at a happy hour or dinner. In fact, I've literally traveled to spend time with colleagues at their universities to hang out and work for a few days (with a heavy emphasis on the hanging out part at times). Everyone needs the collaborators that they can call when a reviewer comment has you confused or perhaps feeling something a *tiny* bit stronger than confused. But, more importantly, I need collaborators who can sense when I'm a bit on edge and who feel comfortable enough telling me to get a grip or that the analyses are fine or the theorizing/construct labeling is working out as planned. Not only has finding collaborators like this made the research process more enjoyable all around, but they truly have helped me maintain my sanity when I've needed it the most.

***The friend or family member that kind of has no idea what it is you actually do*.** Of course all of my friends and family outside of academia know what I do—they know I teach and that I write a lot and that

I'm closing in on my tenure packet being submitted in the near future, and that's a big deal requiring lots of champagne. But, they don't all necessarily know the ins and outs of what I'm researching, and that's nice for two reasons. First, when we do talk about what I'm researching, we really get to talk about it—it's all new, and it's fun to explain some of my projects. (Based on these conversations, one friend of mine thinks I have a love affair with Qualtrics, and it's now a hilarious inside joke for both of us). But, the second reason it's nice is research and tenure-related stress does *not* enter the daily conversation within these relationships. For me, I really need that. I need to have people in my life where I know that when I pick up the phone, we are going to talk about our spouses, and our pets, and the latest thing that happened on *X* trashy TV show that we enjoy watching. (I know you're wondering, it's *The Bachelor* and *The Bachelorette*—and no, I'm not embarrassed by it.) Sometimes I need to be the person that isn't analyzing latent profiles or creating panels in Qualtrics for the next data collection; instead, I need to be the person sharing the story of my cat who ate a foot of ribbon and the heroics Mike and I went through to…um, get the ribbon back. True story.

***Cats*.** Just to perpetuate my cat-lady status, especially in light of that ribbon story.

***The spouse, partner, significant other, or bed-rock figure(s) in your life*.** I don't know if this makes Mike happy, sad, or indifferent, but he can now name the acronyms for most major I-O and management journals. He knows the names of my analysis software. He knows the latest reason why I'm pretty sure Reviewer 2 is out to get me. He knows how to help navigate my panic when I forget to pack my clothes for an interview and need to find a suit in a department store at 8PM the night before my job talk. (True story, again—this column is just highlighting that it is taking a literal village to keep me functioning.) He knows that this process is going to have a lot of ups and downs, even post-hopeful-tenure. In the 7 years we have been together, we've worked at three schools in three different states, lived in six houses, and the one thing that has remained constant is Mike's support, even when it's early in the morning and I haven't had my coffee yet after a late night of writing. I feel fortunate that my parents have also been very much "in the know" during the tenure process—they too know the difference between *AMJ* and *JAP*—and that I have a collection of people who have been cheering since I started my Ph.D. program and decided it was a path to academia I wanted to follow.

So, as I find myself feeling a bit too overwhelmed with gratitude, I just want to finish this column by saying a huge *thank you*. And to my friends on the mill who are also living through the ups and downs, you know where to find me if you ever need me. Everything's fine. Truly.

Timeless TIP is a way to spotlight and reflect on past columns and articles from the archives, and help them reach the eyes of newer *TIP* readers. If you would like to recommend a past article to be featured, please email me at siop.tip.editor@gmail.com.

Timeless TIP: **TIP-TOPics, Fall 2019**

For many, fall semester marks the beginning of their graduate training, while others may rejoice that they are one academic year closer to graduation. Regardless of how long you've been a graduate student, you've likely had internal thoughts like, "Why did I sign up for this?" "How long until I graduate?" "Am I the only one struggling with all of this (gesturing wildly to nothing in particular)?" In this fall 2019 article, former TIP-TOPics columnists decided to give the grad student juggling act the I-O treatment, with a succinct review of relevant literature from our field as well as steps you can take to prioritize your wellbeing. Maybe this is the fall semester you change what you can, so that you can manage what you can't change.

TIP-TOPics for Students: Graduate Students Are "Workers" Too: Applying I-O Literature to Better Understand and Bolster Graduate Student Mental Health

Andrew Tenbrink, Mallory Smith, Georgia LaMarre, Laura Pineault, & Tyleen Lopez

For many, graduate school represents an exciting period of personal and professional development as students acquire, develop, and apply their newfound knowledge and skills to solve real-world problems. Understandably, however, we often struggle to balance the demands of coursework, research, applied training, jobs/internships, maintaining relationships with family and friends, and coping with financial demands. All of this can lead to overload, role conflict, and burnout, as well as more serious outcomes such as clinical depression and anxiety.

Within I-O psychology exists a wealth of theory and research on improving worker health and productivity that can be applied to improving the "graduate school workplace" for I-O and management students. In this column, we wish to highlight examples of how the concepts we learn in our occupational health training tie in with some common challenges faced by graduate students. We will offer students evidence-based advice and strategies to cope with the demands of graduate school, as well as some words of encouragement.

While planning this article, we wanted to integrate issues that are most salient to our fellow graduate students. To guide our focus, we designed a survey to gather information about the unique challenges that graduate students face, including scales on burnout and engagement, and open-ended questions about stressors and stress-reduction strategies. We collected responses from master's and PhD students in I-O, clinical, and social/personality psychology at Wayne State (N = 28). The responses illuminated four major themes that guide our current discussion of graduate student mental health: burnout and engagement, role conflict, social support, and the normalization of poor mental health in graduate school. We are including a summary of descriptive survey data and an in-depth exploration of these themes.

Scale	Item	Mean
Engagement	[overall]	2.84
	"In my work as a graduate student, I always persevere, even when things do not go well."	4.00
	"I am proud of the graduate work that I do."	3.57
Burnout	[overall]	3.26
	"I feel burned out."	3.54
	"I feel used up at the end of a day of graduate work."	3.93
Normalization	"Having poor mental health has been normalized in graduate school."	4.18
Note. Items scored on a 5-pt. Likert scale (1 = *strongly disagree*; 5 = *strongly agree*).		

Burnout and Engagement

This year, burnout was included in the World Health Organization's International Classification of Diseases as an "occupational phenomenon" (WHO, 2019). I-O psychology has a longstanding stream of literature on the burnout construct, studying it as both an antecedent and outcome of work behaviors and attitudes. In our sample of graduate students, the majority of respondents scored above the mean on burnout, with particularly high endorsement of "exhaustion" items, such as "I feel burned out" and "I feel used up at the end of a day of graduate work." Interestingly, despite reporting some degree of burnout, our survey found that these students remain relatively engaged in their graduate student work.

In fact, Moeller et al. (2018) suggest that the high levels of engagement required in graduate school may actually be contributing to burnout, a phenomenon the authors coined "*engaged exhausted*."

Research on the distinction between workaholism and engagement may be useful in understanding burnout as it relates to graduate work. It may be difficult for hardworking graduate students to distinguish whether they are engaged in their work (a state that is negatively related to burnout) or suffering from workaholism (a state that is positively related to burnout; van Beek, Taris, & Schaufeli, 2011). Engagement is characterized by autonomous motivation and working for enjoyment, whereas workaholism is working for fear of not meeting high self-imposed standards (Schaufeli & Salanova, 2014). To increase autonomous motivation, we challenge you to take advantage of your ability as a graduate student to *craft* how, where, and when you do your "job" (Parker & Ohly, 2008; Sturges, 2012) as to maximize your person–job fit (Tims et al., 2016), whether that be through working at home or targeting internships and projects that fit with your interests (e.g., more research or applied focused). A SIOP white paper on increasing employee engagement offers several suggestions that we believe are relevant to graduate students:

- Identify the significance of each project with regard to personal goals and interests, and realize that not all tasks will be equally engaging.
- Pursue task variety and seek out challenging, stimulating projects to prevent boredom and disengagement.
- Take short breaks, and reward yourself for consistency and progress to reduce burnout.

Role Conflict

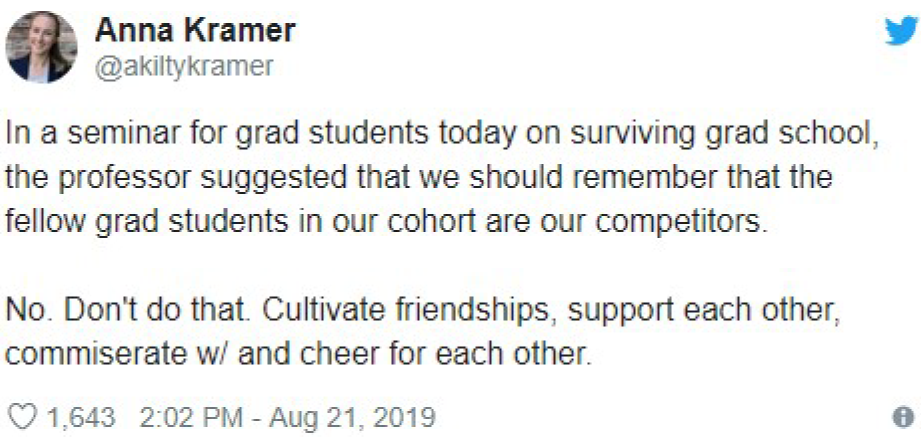
Psychology graduate students are vulnerable to stress associated with competing demands in their role, including coursework, research, assistantship responsibilities, and internships. In addition to interrole conflict, graduate students in our survey also reported difficulties balancing aspects of graduate student life and their roles outside of school. Students reported poor mental health arising from "working all the time," "having several roles," "reduced time for hobbies and relationships," and "giving up a personal life."

Depending on the type of program in which one is enrolled, graduate students may have more or less flexibility in terms of when and where to complete graduate work. For example, many of the students in one author's master's cohort work full time and attend classes in the evening. This leaves only evenings (and, frankly, late nights), weekends, and holidays to complete school-related tasks, significantly reducing time that can be devoted to family, friends, and nonschool tasks. Alternately, PhD or research-focused master's students may have more flexibility in where, when, and how they complete their work compared to "traditional" jobs. This flexibility has many positives, such as the ability to *job craft* as aforementioned, but research on telecommuting indicates that increased schedule flexibility can blur boundaries between roles and increase the amount of decisions that must be made about time allocation depending on an individuals' segmentation preferences (Allen, Johnson, Kiburz, & Shockley, 2013). Although many glorify the graduate student schedule, it is important to note that although schedule flexibility can buffer against work–life conflict, it can also increase stress for some.

Social Support

In our survey, a major theme that emerged was the vital role that support from other graduate students, faculty advisors, and family/friends outside the program has on reducing overall stress and improving mental health.

Seeking support from within one's graduate program was frequently stated as a way to reduce isolation and stress. Survey respondents explained that they felt "understood" and "less alone" after sharing complaints or fears with fellow students. These comments align with previous research, which finds that graduate students with poor peer relationships have worse mental health in general (e.g., Barreira, Basilico, & Bolotnyy, 2018).



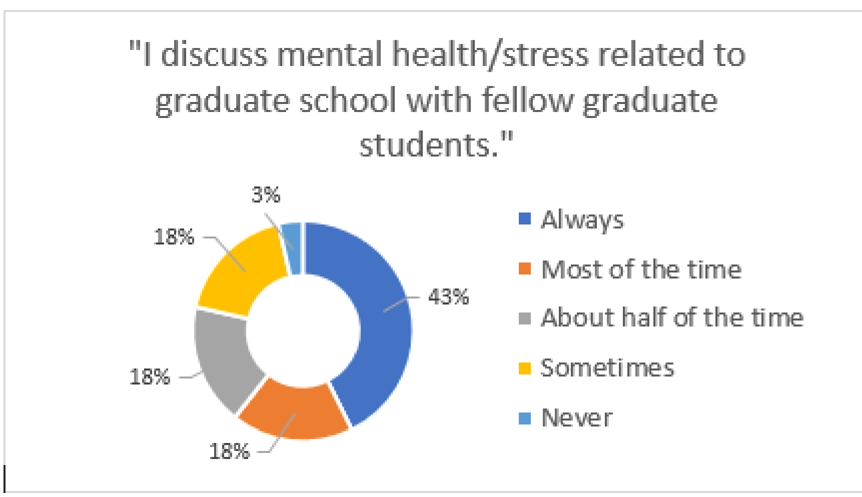


Figure 1: Frequency of discussing mental health/stress with graduate student peers

Students may also benefit from finding sources of support outside of the graduate program. Results from our survey found that perceived support from family/friends was significantly positively correlated with all facets of engagement and significantly negatively correlated with some facets of burnout

(efficacy, cynicism). As one respondent suggested, expanding one's social network outside of graduate school can sharpen the boundaries between work and life. Another respondent felt that consistently unburdening themselves to friends in the program was taxing on these friendships and found that speaking with a therapist helped reduce strain on other relationships.

We urge graduate students to be open with their friends and family outside the program about the realities of graduate school. Unfortunately, in our survey, roughly 40% indicated that they did not feel that their friends/family fully understood the pressures associated with being a graduate student. It might be helpful to send family and friends articles about graduate student mental health (like this one) or show them humorous posts from social media accounts that highlight the demands of graduate student life (see examples at the end of this article).

Normalization of Poor Mental Health in Graduate School

The conversation surrounding graduate student mental health has often focused on the stigmatization of discussing or seeking help for mental health issues. Stigmatization is an important aspect of understanding this picture, but in academia and graduate school programs, another issue may emerge: a culture that normalizes poor mental health and its antecedents. In our survey, the mean response to the statement "Having poor mental health has been normalized in graduate school" received staggeringly high endorsement, indicating the need to discuss graduate student mental health in the context of the culture of academia that influences it.

Allie Schad, a mental health counselor for students at the University of North Carolina at Chapel Hill medical school, spoke on this topic in an interview with *Science*. She explained that "our mental health isn't just something in and of us—it comes from the environment we're in and the experiences that we have." She spoke to the culture of high work demands in science but challenged readers to question "Do we have to perpetuate a culture that negatively impacts the mental health of the people within the system?"

We ask readers to consider the impact of formal and informal reward systems in graduate school (and academia in general). In the vein of Kerr's (1975) article "The Folly of Rewarding A While Hoping for B," we ask: Is it practical for the I-O community to advocate support for graduate student mental health while simultaneously incentivizing a lifestyle that involves sacrificing sleep, relationships, and time off for research productivity? Changing the culture surrounding high demands and high stress in academia is a tall order, but we can start by being more introspective about which behaviors we value and informally reward. Is the fellow graduate student who took a summer vacation to the beach not busy or productive enough? Or do they have great time management skills and are taking a well-deserved break before diving back in? Why do we interpret so many behaviors that cause us stress as signifiers of dedication, intelligence, or competence?

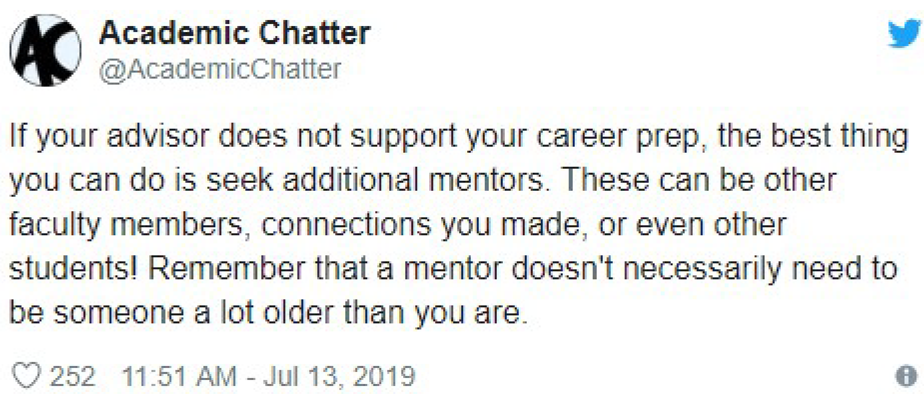
Although social connection with other graduate students is an effective way to relieve stress (as we advocate in our previous section), these conversations may unintentionally perpetuate a culture of high demands and high stress. Research has found that co-rumination can exacerbate emotional exhaustion for graduate students (Boren, 2013). Don't allow supportive conversations about graduate school experiences to devolve into "competitions" about who got the fewest hours of sleep, had the least amount of time to study, or has the most research projects to work on this week. It's important to remember that even if your colleagues are experiencing similar struggles, it does not invalidate or reduce your feelings.

Advice for Students

It's clear that there are systemic issues in academia that contribute to poor mental health within graduate student populations. The increasing volume of conversations related to mental health has sparked awareness that will hopefully lead to student-centric culture changes in academia, where student worth is calibrated against ones' personal goals rather than dominating benchmarks of student success, such as publication count, internship prestige, and so on. In the meantime, there are steps graduate students can take to practice self-care, take control of their internal dialogue, and prioritize mental health during their studies and beyond. In this section, we will offer suggestions based on our experiences as graduate students and advice from our survey respondents.

- **Use a reward schedule.**
    - Laura: *The marathon of graduate school is punctuated by periods of intense work and dormancy. I intentionally schedule rewards for myself, such as a massage or dinner with friends, as the "light at the end of the tunnel" after a big deadline. This gives me the motivation to persevere during busy times (e.g., thesis defense deadlines), knowing that I will be contingently rewarded afterwards.*
- **Establish routines/set boundaries.**
    - Georgia: *I tend to procrastinate on unstructured days, so I try to start the day with a structured event, such as going to the gym or a coffee shop.*
    - Survey respondent: *I schedule no-meeting/no-email days so I can focus on writing and research*. Students who teach may consider building an email-answering policy into the syllabus, so a schedule of when emails will be answered is clearly defined.

- Survey respondent: *Learn to get comfortable saying "No."*
- **Schedule work/study sessions with fellow graduate students to reduce feelings of isolation while remaining productive.**
    - Mallory: *Early on in our master's program, my cohorts found an invaluable support system in one another. Realizing we shared similar worries, struggles, and insecurities bonded us together. Before exams and project deadlines, we organize study sessions to work through difficult material and share ideas. We celebrate milestones by going out after class or scheduling other social activities as a group.*
- **Communicate openly with your professors/primary advisor.**
    - Laura: *I make a point to set aside time in one-on-one meetings with my advisor to discuss my current stress levels and mental health so that they can respond accordingly (e.g., increase or decrease workload, brainstorm strategies to manage competing demands). This empowers me to say "no" to opportunities when I feel overwhelmed, knowing that they are in-tune with where I'm at and can serve as my advocate if denied requests are coming from other faculty.*



- **Seek professional counselling.**
    - If you are struggling or simply wish to develop additional skills to cope with stress, consider meeting with a professional therapist/counselor. This is especially important if you have a mental health diagnosis or are experiencing unusual levels of distress.

Advice for Faculty (and Others Influencing the Graduate School Experience)

Faculty can improve the experiences of graduate students by taking an active role in cultivating a culture of mental wellness. As discussed in the earlier section about normalization of poor mental health, these outcomes are heavily influenced by the culture of the academic environment (Langin, 2019).

- **Model a balanced approach to academic work.**
    - Set realistic expectations regarding work volume and deadlines and demonstrate flexibility in how/when work is done (e.g., plan time off, set reasonable working

hours). This conveys to students that they can balance being a productive graduate student and enjoying things outside of school/work.

- **Make mental health resources readily accessible to students.**
    - Create a list of local mental health resources, provide this information to students during orientation, and post it in a location where students can access it any time. If your institution has a counseling center, they may already have something like this, or can work with you to develop these materials.
    - Include both on-campus and off-campus options; particularly with psychology graduate students, on-campus counselling centers may be run by the program they are a part of. This creates awkwardness for students who wish to seek mental health services if the only apparent option is staffed by peers and program faculty.
- **Prioritize healthy and supportive advisor/student relationships**

Graduate students can thrive in challenging environments but require more resources to cope as work becomes more demanding (Bakker et al., 2007). Some ways to cultivate a supportive advising relationship may include

- Offering realistic job previews (RJPs) to prospective and incoming students to define clear and transparent expectations about graduate work. RJPs can be an effective way to manage expectations about aspects of work–life balance at a new position (O'Brian & Hebl, 2015), which may help students prepare for the challenges of balancing multiple roles and long hours.
- Providing timely and constructive feedback on graduate work.
- **Learn to recognize signs of poor mental health, and offer support.**
    - Mental health is important at all levels in academia. Dr. Jen Heemstra, an associate professor of chemistry at Emory University, suggests that graduate student mental health depends on faculty mental health.
    - Some institutions offer "mental health first aid" classes as part of their employee development programs to help faculty and staff support the mental health needs of students, while others are building task forces to address issues of graduate student mental health. There is a wealth of information available online to help recognize students who may need additional support.

Conclusion

Although graduate school is demanding, we hope graduate students also recognize it as a time to celebrate learning and setting and achieving goals. It's important to realize that there will be a combination of positive experiences as well as times of change, uncertainty, disappointment, and emotional lows. Struggling at times is not an indication that you don't belong in graduate school! Acknowledging the challenges we collectively face as graduate students and supporting one another through them is one way we can make sure I-O is inclusive of and accessible to everyone. Remember what motivates you to do well as a graduate student, leverage and participate in the support systems around you, and have compassion for yourself throughout the process.

As a final note, we would like to acknowledge that because we are not mental health professionals, there are many topics within the realm of mental health that we are unable to address in this article. While we hope that the information we've included is helpful to many, it is best to consult a trained professional for individual advice. We would also like to thank our survey participants for sharing their experiences and suggestions with us.

Connect

Let's continue the conversation—reach out to us on

- *Twitter: @LPineault @AndrewPTenbrink @mallorycsmith*
- *@PhD_Balance (Twitter, Instagram) discusses mental health in academia and offers encouragement & support*
- *@thedissertationcoach (Instagram) has amusing and relatable content about graduate school life*

Team Bios

Andrew Tenbrink is a third-year PhD student in I-O Psychology. He received his BS in Psychology from Kansas State University. His research interests include selection, assessment, and performance management, with a specific focus on factors affecting the performance appraisal process. Starting this fall, Andrew will begin a one-year internship working as a research, development, and analytics associate at Denison Consulting in Ann Arbor, MI. Andrew is expected to graduate in the spring of 2021. After earning his PhD, he would like to pursue a career in academia.

Mallory Smith is pursuing a Master of Arts in I-O Psychology. She earned her BA in Psychology and German from Wayne State University in 2017 and is employed full time at the university providing support for academic technologies. Her interests include factors influencing employee attitudes, efficacy, and perceptions of justice during organizational change. Following graduation, she is interested in an applied career in the private sector—ideally in a role where she can help employees and businesses anticipate, prepare for, and navigate periods of uncertainty.

Georgia LaMarre is a second-year PhD student in I-O Psychology. Originally from Canada, she completed her undergraduate education at the University of Waterloo before moving over the border to live in Michigan. Georgia is currently working with an interdisciplinary grant-funded team to study the workplace correlates of police officer stress in addition to pursuing interests in team decision making, workplace identity, and paramilitary organizational culture. After graduate school, she hopes to apply her I-O knowledge to help solve problems in public-sector organizations.

Laura Pineault is a third-year PhD student in I-O Psychology. Her research interests lie at the intersection of leadership and work–life organizational culture, with emphasis on the impact of work–life organizational practices on the leadership success of women. Laura graduated with Distinction from the Honours Behaviour, Cognition and Neuroscience program at the University of Windsor in June 2016.

Currently, she serves as a quantitative methods consultant for the Department of Psychology's Research Design and Analysis Unit. Laura is expected to graduate in the spring of 2021. After graduate school, she hopes to pursue a career in academia.

Tyleen Lopez is a first-year PhD student in I-O Psychology. She received her BA in Psychology from St. John's University in Queens, New York. Her research interests include diversity, inclusion, and leadership—particularly regarding Latinas in the workplace. Tyleen is currently a graduate research assistant and lab manager for Dr. Lars Johnson's Leadership, Wellbeing and Productivity Lab at Wayne State. Tyleen is expected to graduate in the spring of 2023. After earning her PhD, she would like to pursue a career in academia.

Timeless TIP is a way to spotlight and reflect on past columns and articles from the archives, and help them reach the eyes of newer *TIP* readers. If you would like to recommend a past article to be featured, please email me at siop.tip.editor@gmail.com.

Timeless TIP: Practice-Science Partnerships, Spring 2020

As noted by respondents of the 2022 Practitioner Needs Survey (see key findings in Sendra et al., 2024), some SIOP practitioners perceive that master's degree holders are assumed to be practitioners and doctoral degree holders are assumed to be scientists. Similarly, some respondents who identified as practitioners and/or master's degree holders indicated feeling excluded by SIOP, which was also noted in 2015 survey results. Sendra et al., highlight that such artificial distinctions go "against the ideal of all I-O psychologists, regardless of degree type, being both scientists *and* practitioners." Hear! Hear! A majority of the SIOP membership, practitioners are on the frontlines of practice and science. What if we all moved towards an integrated approach? This is exactly what Silzer & Church suggested in their Spring 2020 article, *A Practice-Science Partnership*. Are we any closer 4 years later?

A Practice–Science Partnership: An Integrated Approach to I-O Psychology

Rob Silzer, HR Assessment and Development, Inc./Baruch, Graduate Center CUNY & Allan H. Church, Co-Founder and Managing Partner at Maestro Consulting, LLC[1]

Over the last 10 years we have been working together to advance the field of identifying and developing high potential leadership talent. As our work evolved and advanced, we have worked hard to integrate the science and the practice of our profession to address a key business need. We believe we have advanced both the practice and the science of high potential leadership talent. We think of this effort and process as a *practice–science partnership*. We believe that it offers an integrated approach to I-O psychology. It resulted in significant advances in the client organization as well as numerous published contributions to our profession.

In this article we describe our approach to a practice–science partnership. First, we provide a brief historical perspective and then discuss the science–practice gap and factors that are contributing to the gap. We then describe the process and approach we used to implement a practice–science partnership. We close with some suggestions on how to pursue a practice–science partnership.

Historical Perspective

There has been a longstanding recognition of the two perspectives in industrial-organizational psychology: science and practice. This reflects a historical and fundamental tension between the two worlds of psychology, science and practice.

I-O psychology has been one of the more applied fields in psychology, with origins in addressing real-world applied problems related to work, selection, and leadership. In the 1970s the field boomed when some major applied-research efforts, such as the AT&T Management Progress Study (Bray, Campbell & Grant, 1974), were published. They opened the doors for expanded organizational applications of I-O

---

[1]Updated to reflect the author's current affiliation. At the time of original publication (2020), Church was SVP of Global Talent Management at PepsiCo, Inc.

psychology knowledge and research results. Numerous senior I-O psychologists, such as Doug Bray, Marv Dunnette (1971), and Bernie Bass (Bass & Stogdill, 1981), led the way in demonstrating how this new knowledge could be leveraged for organizational and individual applications, benefits, and success.

Our field has long recognized and valued the scientific foundations underlying our work and has depended on I-O psychologists to document and expand our scientific knowledge. However, over the last 40 years, I-O psychology practice has noticeably expanded, and I-O practitioners are now a majority of the SIOP membership[2]. Practitioners have energetically developed and applied I-O psychology knowledge and skills to important organizational issues. At the same time our I-O scientific knowledge has also greatly expanded into related fields such as organizational behavior, organization development, and human-resource development.

The Science–Practice Gap

However, despite the clear success of the field, a science–practice gap in I-O psychology knowledge and understanding, which has always present to some degree, has become more visible over the last 20 years, and there is a shared perception among others that the gap is widening (Cober, Silzer & Erickson, 2009a; 2009b; Silzer et. al., 2008; 2010). In a SIOP survey, I-O practitioners indicated that I-O practice was ahead of I-O science/research in 19 out of 26 core I-O content areas in our profession, whereas science/research was seen as being ahead of I-O practice in only five content areas (Silzer, et al., 2008). Researchers are regularly noting the lack of "evidence-based practice" in our field (see IOP Journal, March 2011 issue for an extended discussion), and sessions at the annual SIOP conference each year highlight issues in practice that have not yet been addressed by research.

So there is a perception by many I-O psychologists that there is a widening science–practice gap (Cober, Silzer & Erickson, 2009a; 2009b; Silzer et. al., 2008; 2010). We are not sure anyone can say specifically what caused it or if it is truly getting worse; we all have our own views on this. The origins of such a complex issue are never easy to identify. But we think there are some trends in the profession that may be contributing to it. If we take a hard look at ourselves we recognize challenges on both sides of the science and practice divide here, such as:

- The noticeable absence of almost all I-O practitioners from editorial boards of key I-O journals and the journal resistance to accepting practice-oriented journal articles. Also the resistance of journals to require that every article address the applied implications of the specific research.
- The limited training and education on practice-related topics and the underlying scientific foundations of those practice areas by I-O psychology graduate programs.
- The exclusion of I-O practitioners from the SIOP Frontiers Book Series Editorial Board and their exclusion as book editors in the same series. These books and chapters often do not discuss I-O practice or the accumulating knowledge and advances by I-O practitioners. Although this may reflect the strategic intent of the series, it reinforces the exclusion of I-

[2] This statement is still correct in 2024. Linked reference has been updated to the 2021 Salary Survey.

O practice by its very design. Moreover, this exclusionary approach is not true in the Professional Practice Series, where both practitioners and academics have both made important contributions (Silzer & Parson, 2014).

- The scientifically questionable products, programs and services that are offered by some I-O practitioners that have little scientific underpinnings or validity (see recent issues of *IOP* Journal).
- The major books in our field that purport to offer an annual review or a handbook of I-O psychology but only include academics as chapter authors, who in turn rely almost exclusively on the journal research literature for their understanding of the field.
- Some of the sessions presented at the annual SIOP conference that are nothing more than a *show and tell* promotion of some application of a new product, tool, or consulting service with little or no discussion of any underlying scientific principles or knowledge.
- The lack of awareness, or at times even curiosity, by some practitioners of relevant research literature on a professional topic of interest to an I-O practitioner.

There are many more examples of this distancing in our profession between science and practice. There have been many efforts over the years to address some of these challenges, such as special journal sections (e.g., the now defunct Practitioner Forum in the *Personnel Psychology* Journal), entire journal issues dedicated to closing the gap (such as those that occur in the *Journal of Business and Psychology*, see Church, 2011), and frequent articles in SIOP publications (Cober, Silzer & Erickson, 2009a; 2009b; Silzer et al. 2010), as well as many relevant sessions at the annual SIOP conference. However, they continue to have only a marginal impact.

Underlying Factors Leading to the Science–Practice Gap

We think there are a few underlying themes that are limiting our efforts to close the gap.

Growth of the field. The field of I-O psychology has grown substantially from its origins. As a result it is becoming increasing difficult to keep up with the full range of information and findings from I-O science and I-O practice. Individuals, organizations, and graduate programs have a difficult time keeping up with the full breadth of our profession. Graduate programs offer few if any courses on important I-O practice areas such as executive coaching, talent management, and individual assessment (Nagy, 2018). Based on our professional networking, some I-O practitioners no longer can find the time to read I-O research journals. Everyone seems to us to be too busy to keep up with advances in the field except in the areas that are immediately relevant to their own current research or practice. Just consider the 3 full days of presentations at the annual SIOP conference, and the proliferation of I-O psychology books. Just keeping up with those is almost a full-time job.

Career isolation. Many I-O psychologists have made an early career decision to be either a researcher/scientist or an applied practitioner. That decision often is a clear fork in the career road that is hard to reverse. Because of personal choices, career demands, and organizational pressures (on both researchers and practitioners), the result is often an

intense focus on being successful as an academic/researcher or a practitioner. The reward systems for researchers and practitioners are very different and likely encourage this bifurcation.

Limited contact. Researchers may connect only with other researchers who are relevant to their own work. They rarely attend the annual SIOP Leading Edge Consortium, which is designed to present recent advances in I-O practice and is well attended by leading I-O practitioners. Practitioners form special-interest networks, attend specific LECs, and join LinkedIn groups focused on particular practice areas, such as executive coaching and leadership assessment. Both groups may have limited contact with colleagues who have chosen the other career path. Often conference sessions, workshops, and other professional-development opportunities tend to focus on the interests of researchers or practitioners. The result is that they consequently attract professionals from one career track or the other but rarely both. It reflects what we see as the growing balkanization, rather than a coming together, of the discipline.

Pressures from other disciplines: I-O psychology is no longer (if it ever was) the sole domain of all things organizational or individual in the form of data-based insights, measurement, or large-scale interventions. Today HR professionals, data-analytic professionals, as well as clinical, social, and counseling psychologists are entering the mainstream I-O practice areas. This results in some domain confusion and dispersion. For example, I-O practitioners have to compete in the marketplace with individuals from a wide range of backgrounds (such as HR, business, life coaching) who are offering psychological services (such as psychological assessment). Over time, many I-O practitioners, however, come to realize that our expertise and our science can frequently distinguish us from everyone else.

There are things that SIOP and I-O psychologists can do to overcome these challenges. For example, both of us work hard to stay active and involved in the profession, to teach in graduate programs, to stay connected with academic colleagues, to frequently write and publish professionally, and to stay current on the field and the profession. Of course others may not have the same professional interests, but we do think all I-O psychologists have some responsibility for the sustainability and integration of the field. That should include a commitment to both I-O practice and I-O science.

Benefits to Integrating Our Practice and Our Science

There are, in our view, numerous benefits for our colleagues and the profession by encouraging an integration of practice and science. It increases our professional expertise, impact, and influence. In our opinion this results in more significant contributions to our profession and to our organizational clients and community. The researchers are likely to gain more insight and understanding of the complexities of applied work that should result in more relevant and useful research. I-O practitioners are likely to discover that significant research is being done that is relevant and helpful to solving applied problems. Perhaps SIOP should create more professional recognition for members who are working to integrate our practice and our science.

New Metaphors Are Needed

Often the metaphor of a bridge is used to suggest a physical connection between our science and our practice. This is an easily understood and visualized metaphor and is not new to the field (see Church, 2011; Hyatt et al., 1997; Rynes, 2012); however, it may not be the most helpful one. It implies two separate entities, such as river banks, that can be connected but never fully integrated. The bridges over the Mississippi River have not integrated Minneapolis and St. Paul, nor has the bridge over the Bosporus River in Istanbul integrated Europe with Asia.

After years of observing and actively participating in these discussions and debates ourselves, we would suggest that a new approach and terminology should be introduced into the lexicon. Perhaps a new concept is needed that moves the field forward and implies the integration of two perspectives rather than just connecting across a permanent divide. Perhaps there are other metaphors or concepts that should be considered such as:

- Two sides of the same coin
- Collaborative partnerships
- High performing teams
- A business merger
- A dynamic algorithm
- An integrated network
- A total system

These examples imply that science and practice could work together with close collaboration and connectedness, for shared goals and at some point full integration. Surely the integrated whole is greater than the component parts. We are open to exploring these and other metaphors. We have been working from a concept of practice–science partnership (PSP). Each of us has a personal commitment to integrating practice and science despite operating in somewhat different spheres of our own. We have also been doing this with others in the field of I-O psychology (both with practitioner and academic colleagues) for the past 20+ years.

A Partnership to Address a Business Need

Our Objective

Each of us has extensive career experience working in organizations and in consulting to organizations and individuals. We have both leveraged I-O science and I-O practice to advance individual, group, and organizational success. So we were both comfortable and experienced in dealing with the interface between science and practice and between scientific prescriptions and organizational realities.

Over the last 15 years, talent management has emerged as an important strategic and organizing framework of human resources in organizations, and in 2006 we participated in one of the first SIOP sessions focused on talent management (Church, 2006; Silzer, 2006), which was extremely well attended. In 2008, as organizations were shifting their focus in this direction, we became acutely aware

of the critical emerging business need to accurately identify and develop individuals early in their careers who have the potential to be effective future leaders in an organization.

This was a clear example of a practice-based need that was ahead of the science-based curve, as our clients were beginning to look for answers to these same questions as well (there were no major books on talent management or high-potential talent at the time, but one soon emerged—Silzer & Dowell, 2010). Based on our experience and knowledge we thought I-O psychology was uniquely suited to address this strategic issue.

We decided to initiate a comprehensive and systematic process for developing effective solutions that would be sustainable over time. Specifically, we were interested in directly addressing the fundamental challenge of talent management in businesses, to ensure the readiness and availability of leadership talent to sustain the business over time. This led us to the issue of how to identify high-potential leadership talent earlier in their careers. What are the key factors to consider when identifying and assessing the leadership talent potential in individuals?

Our objectives were to:

- Address the strategic business issue of high-potential talent identification by developing and implementing effective and sustainable solutions
- Capitalize on relevant I-O science and I-O practice and look for synergies across them.

Our Process

We partnered together to follow a process that worked to leverage both science and practice and inform each of the knowledge and advances from the other. Our process steps were to:

Define the business need
Determine the current state of leadership potential
Review relevant research and practice
Build a comprehensive model of high-potential leadership talent (see Figure 1)
Develop and implement tools and programs that support the model
Evaluate outcomes and determine organizational impact

We think that our process provides a good example of how I-O psychology can address real business needs with an effective process that leverages and integrates both I-O science and I-O practice. Our focus here is on the larger practice-science integration challenges in our profession. We use our work on high potential talent as an example of how to pursue a practice-science partnership. See Silzer, Church, Rotolo, and Scott, 2016, for a full discussion of the detailed process steps and outcomes, and the lessons we learned along the way in addressing the high-potential business issue.

The Integration of Science and Practice

We have found that some of our I-O colleagues see the integration from either a practice or a research perspective and want the other side to walk across “the gap in the bridge” to their side. Some I-O

practitioners would like researchers to produce more “relevant research.” Some researchers would like practitioners to practice in much closer allegiance with available research. Although these are typically well-meaning attempts to connect science and practice, they seem to be half steps or a temporary approach that soon disappears in the middle of the night.

Our interest was to pursue an interaction where I-O science informs I-O practice and I-O practice informs I-O science. But more than just establishing a two-way communication we wanted to also integrate science and practice under shared goals, like a high-performing team or a collaborative partnership.

We wanted to make sure practice and science was closely aligned throughout, and importantly, as the work continued to evolve over time. Table 1 outlines some of the ways that we worked to include I-O practice and I-O science in each step of the process.

Table 1

The Role of Science and Practice in Our Work on the Identification of High Potential Talent

Process steps	I-O science role	I-O practice role
Defining the business need	Reviewed research on the connection between talent management efforts and business success (see Silzer & Dowell, 2010)	Drew from own applied practice experience, connected with practitioner colleagues and reviewed practice literature to understand and define the underlying business need (see Church & Silzer, 2014; Silzer & Church, 2009a, 2009b)

Determining the current state of leadership potential	Developed an organizational-practice survey based on research related to key leadership-success variables (see Silzer & Church, 2009a, 2010)	Developed an organizational-practice survey of HiPo practices in some organizations Surveyed 20 leading companies on their organizational practices in managing high-potential talent (see Silzer & Church, 2009a, 2010) Later expanded to survey wider population (see Church & Rotolo, 2016; Church, Rotolo, Ginther & Levine, 2015)
Reviewing relevant research & practice	Completed a thorough review of research literature related to early identification of High-potential leaders (see Silzer & Borman, 2017; Silzer & Church, 2009a; 2009b 2010;)	Completed a review of all research based high-potential models being used in consulting practices (see Silzer & Church, 2009a; 2009b; 2010)
Building a comprehensive model of high-potential leadership talent, the blueprint model of High Potential	Developed a theoretical and operational model of high-potential talent that is being used for additional research (see Church, et al., 2015; Church & Silzer, 2014, Silzer & Church, 2009a, 2009b)	Developed a theoretical and operational model of high-potential talent that is being used operationally in numerous leading organizations (see Church, et al, 2015; Church & Silzer, 2014, Silzer & Church, 2009a, 2009b)

Developing & implementin g tools & programs that support the model	Researched and identified valid assessment measurements that implemented the blueprint model in a leading organization (see Church & Silzer, 2014; Church et al. 2015; Silzer, Church, Rotolo & Scott, 2016).	Developed assessment tools, instruments, and programs to implement blueprint model in a leading organization at multiple levels (see Church, 2014; Church, Del Giudice & Margulies, 2017; Church & Rotolo, 2016; Church & Silzer, 2014; Happich & Church, 2016; Silzer, Church, Rotolo & Scott, 2016).
Evaluating outcomes & determining organization al impact	Currently conducting organizational research on outcomes and impact on prediction success, participant reactions, relationship to performance (see Church, et al., 2017; Church, et al., 2015; Church & Rotolo, 2016; Happich & Church, 2016)	Determining impact on organizational culture and senior-leader support (see Church, 2017; Church, et al., 2017, 2015; Church & Rotolo, 2016; Happich & Church, 2016)
Expanding ourlearnings to the broader field	See Scott et al., 2017; Silzer & Borman, 2017	

Throughout this process there has been regular attention to involving and integrating knowledge from both I-O practice and I-O science. It has been a PSP at each stage. One informs the other and the integrated outcomes are greater than the parts.

Our Approach at PepsiCo

Seven years ago, PepsiCo embarked on a journey to enhance the level of objectivity, consistency, rigor, and impact of their talent-management processes at a total systems level. This effort has resulted in a number of significant changes and a fundamental realignment of the HR function to enable growth and development across the entire employee life cycle. A key enabler of this shift has been the introduction of a fully integrated, evidence-based assessment-and-development process that addresses the key question of how to identify the best and brightest talent and ensure they achieve their full potential.

This process, called the Leadership Assessment and Development (LeAD) program, was based on the Leadership Potential BluePrint (see Figure 1 and Silzer & Church, 2009a), which was a product of this project. The BluePrint addresses the question not only of “What do we mean by high potential?” but also and more importantly, “Potential for what?” That is, it outlines the fundamentals of global potential for success and also illustrates that different capabilities are needed to be successful in different roles.

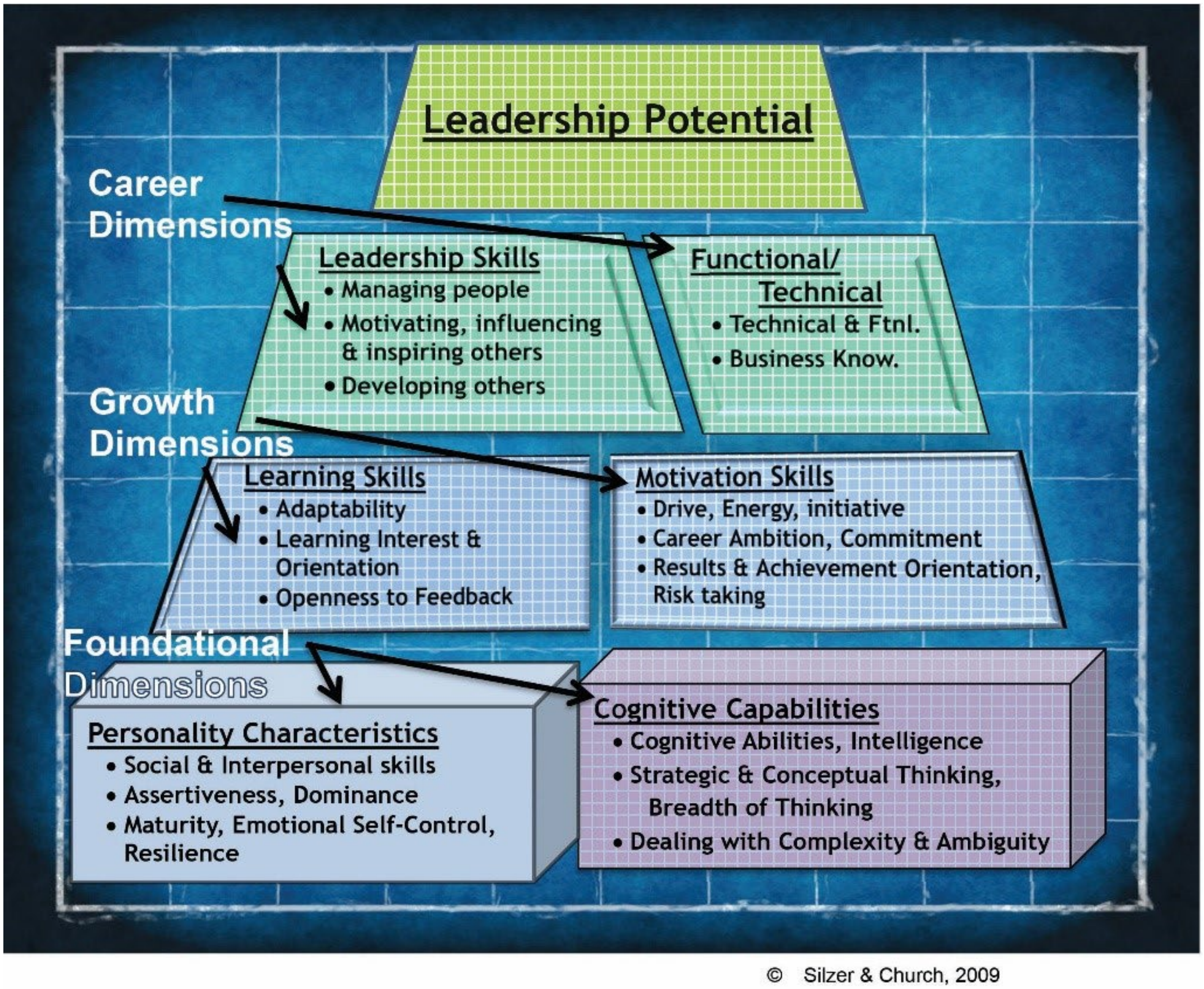


Figure 1. Leadership potential blueprint

Adapted from “The Pearls and Perils of Identifying Potential,” by R. Silzer and A. H. Church, 2009a, *Industrial and Organizational Psychology Journal: Perspectives on Science and Practice, 2,* p. 401. Copyright 2009 by Society for Industrial and Organizational Psychology.

Outcomes

Numerous leading-edge high potential programs and systems have been introduced into PepsiCo and other leading corporations as a result of this integrated effort. As a result, PepsiCo is now seen as one of the leading corporations in the world for identifying and developing future leadership talent. In addition,

the Blue Print Model (see Figure 1) being adopted widely in organizations, our related high-potential articles/publications have been widely read and our conference presentations fill meeting rooms. For example at a recent SIOP conference we led a Community of Interest session on developing organizational programs to identify high potentials. There was overwhelming attendance of about 200 people and we had to move to a much larger room (usually these sessions attract 20-30 people). The BluePrint model and related publications are being cited in numerous other professional articles and books.

More recently the SIOP 2018 Leading Edge Consortium was on *High Potentials: Identifying, Developing and Retaining Future Leaders* (Chairs Rob Silzer and Allan Church). This major conference attracted over 200 participants. The results included strong LEC and program evaluations ratings by participants, very positive responses to the LEC innovations, high attendance and strong ratings for several pro-consortium workshops, a record level of LEC sponsors and a record *net profit* for SIOP. The LEC was a major success and established High-Potential Leadership Talent as an important practice and research area in our field.

In our view this demonstrates the power of integrating science and practice into solutions that effectively meet organizational and business needs. It was a highly impactful process that led to highly successful outcomes (see Scott, Church and McLellan, 2017).

Suggestions for future Practice-Science Partnerships

This process is ongoing as we continue to explore, research, and implement variables, programs, and outcomes related to the early identification of high-potential talent. We did identify some guidelines that we tried to follow. These guidelines are more fully described is Silzer et al, 2016.

Clearly define the business need.
Identify a framework that is grounded in theory and research.
Develop or utilize tools and assessments based on a rigorous analysis.
Validate the process.
Gain senior leadership support.
Align the program design with the culture.
Pay attention to participant reactions for all program phases.
Lay the groundwork for future ROI studies.

We also have some suggestions on how to pursue PSPs. They include:

- Work with colleagues who are personally committed to the practitioner-scientist model
- Explore and integrate current I-O practice and I-O science at every stage
- Focus on addressing a real-world need, whether for an individual, a group or an organization, and ensure the practical outcomes are useful and effective
- Base all work in sound science and critical analysis
- Regularly look for ways to extend both the practice and the science

- Communicate Research findings and Practice applications to colleagues (both in academia and practice) and work with them to ensure full understanding not just a hand-off

We agree that in general the practice–science division in our field is real and probably growing in our profession for the reasons cited above. We think a new metaphor is needed that reflects a true integration, that the whole is greater than the parts. We like the PSP idea. But that does not mean that the partnership must always be between a researcher and a practitioner (it certainly can be), but rather between a science mindset and a practice mindset or perspective. Each of us should have a professional commitment to integrating both and to keep working back and forth to integrate them. We must be careful in assuming that just because someone comes with a practice perspective they do not consider the science, and vice versa. We have tried to always consider both sides in our work as best we can, and we think we have had some success.

References

Bass, B. M. & R. M. Stogdill. (1981) *Handbook of Leadership: theory, research and managerial applications.* New York: Free Press.

Bray, D. W., Campbell, R. J. & Grant, D. L. (1974). *Formative years in business; A long term AT&T study of managerial lives.* New York: Wiley.

Church, A. H. (2006). Talent management. *The Industrial-Organizational Psychologist,* 44(1), 33-36.

Church, A. H. (2011). Bridging the gap between the science and practice of psychology in organizations: State of the practice reflections. *Journal of Business and Psychology*, 26(2), 125-128.

Church, A. H. (2014). What do we know about developing leadership potential? The role of OD in strategic talent management. *OD Practitioner, 46*(3), 52–61.

Church, A. H. (2017). The art and science of evaluating organization development interventions. *OD Practitioner*, 49(2), 26–35.

Church, A. H., Del Giudice, M., J. & Margulies, A. (2017). All that glitters is not gold: Maximizing the impact of executive assessment and development efforts*. Leadership & Organization Development Journal,* 38(6), 765-779.

Church, A. H., & Rotolo, C. T. (2016). Lifting the veil: What happens when you are transparent with people about their future potential? *People & Strategy, 39*(4), 36-40

Church, A. H., Rotolo, C. T., Ginther, N. M., & Levine, R. (2015). How are top companies designing and managing their high-potential programs? A follow-up talent management benchmark study. *Consulting Psychology Journal: Practice and Research, 67*(1), 17–47.

Church, A. H., & Silzer, R. F. (2014). Going behind the corporate curtain with a blue print for leadership potential: An integrated framework for identifying high-potential talent. *People and Strategy Journal, 36*(4), 51–58.

Cober, R.T., Silzer, R.F., Erickson, A. R. (2009a, July). Science-Practice Gaps in Industrial–Organizational Psychology: Part I - Member Data and Perspectives. *The Industrial-Organizational Psychologist*, 47(1), 97-105.

Cober, R.T., Silzer, R.F., Erickson, A. R. (2009b, October). Science-Practice Gaps in Industrial–Organizational Psychology: Part II – Perspectives of Experienced I-O practitioners and Researchers. *The Industrial-Organizational Psychologist*, 47(2), 103-113.

Dunnette, M. D. (1971). The assessment of managerial talent. In P. McReynolds (Ed.), *Advances in psychological assessment*, Vol. 2, Palo Alto: Science and Behavior Books.

Happich, K., & Church, A. H. (2016). Going beyond development: Key challenges in assessing the leadership potential of OD and HR practitioners. *OD Practitioner*, 49(1), 42-49.

Nagy, M. (2018). *Survey of courses taught in I-O psychology graduate programs.* Unpublished report. Licensing, Certification, and Credentialing Committee, SIOP Professional Practice Portfolio.

Scott, J. C., Church, A. H., & McLellan, J. (2017). *Effective practice guidelines report: Selecting leader talent*. Complimentary industry best practices report made available by the Foundation of the Society for Human Resources Management (SHRM). https://www.shrm.org/about/foundation/products/pages/shrmfoundationepgs.aspx.

Silzer, R. (2006). *Making a Difference in Talent Management*. In the symposium: Talent Management: Will the High Potentials Stand Up? Allan Church (Chair). Annual Conference of the Society of Industrial / Organizational Psychology, Houston, Texas.

Silzer, R. F., & Borman, W. C. (2017). The potential for leadership. In D. G. Collings, K. Mellahi, & W. F. Cascio (Eds.), *Oxford handbook of talent management.* Oxford, UK: Oxford University Press.

Silzer, R., & Church, A. H. (2009a). The pearls and perils of identifying potential. *Industrial and Organizational Psychology Journal: Perspectives on Science and Practice, 2*(4), 377–412.

Silzer, R. F., & Church, A. H. (2009b). The potential for potential. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 2*(4), 446–452.

Silzer, R. F., & Church, A. H. (2010). Identifying and assessing high potential talent: Current organizational practices. In R. F. Silzer & B. E. Dowell (Eds.), *Strategy-driven talent management: A leadership imperative* (pp. 213–280). San Francisco, CA: Jossey-Bass.

Silzer, R.F., Church, A.H, Rotolo C.T. & Scott J.C. (2016). I -O Practice in Action: Solving the Leadership Potential Identification Challenge in Organizations. *Industrial and Organizational Psychology Journal: Perspectives on Science and Practice*. 9(4), pp. 814-830.

Silzer, R. F., Cober, R. T., Erickson, A.R., Robinson, G. (2008). *Practitioner Needs Survey: Final Survey Report* . Society for Industrial- Organizational Psychology, Bowling Green, Ohio.

Silzer, R. F., & Dowell, B. E. (Eds.). (2010). *Strategy-driven talent management: A leadership imperative*. San Francisco, CA: Jossey-Bass.

Silzer, R.F. Farr, J.L., Hakel, M., Jeanneret, P.R., Saari, L.M., Salas, E. & Cober, R.T. (2010). In R.F. Silzer (Chair), *The Science-Practice Gap: A Fishbowl Exercise Focused on Changing the Future.* A group exercise presented at the 25th Annual Conference of the Society of Industrial and Organizational Psychology, Atlanta, GA.

Silzer, R.F. & Parson, C. (2014, July). Best-Selling SIOP Books; A Call for "Recognition Equity" for Practitioners*. The Industrial-Organizational Psychologist*, 52(1).

Timeless TIP is a way to spotlight and reflect on past columns and articles from the archives, and help them reach the eyes of newer *TIP* readers. If you would like to recommend a past article to be featured, please email me at siop.tip.editor@gmail.com.

Alliance Update

Mark Poteet

The Alliance for Organizational Psychology (AOP) is a federation of industrial, work, and organizational psychology (IWOP) societies from around the world. The aims of the AOP are to advocate for evidence-based policies and practices related to the quality of work life and the effectiveness of individuals and organizations; advocate internationally for the science and practice of industrial, work, and organizational psychology; and enhance communication and collaboration among its member societies and the individuals who are members of these societies as well as in the global community of industrial, work, and organizational psychologists. With this in mind, the AOP Executive Committee would like to share the following welcome letter from new President Annemarie Hiemstra outlining some of the goals and plans of the Alliance looking forward.

Dear Colleagues,

It is with great pleasure and honor that I greet you as the new president of the Alliance for Organizational Psychology (aka. Alliance). Together with the Executive Committee, we are eager to contribute to the global impact of organizational psychology in the workplace via the Alliance.

The Alliance for Organizational Psychology (AOP) was established in 2009, envisioning support and advancement of the science and practice of organizational psychology globally, to promote cross-national collaboration and to facilitate more effective communication among the federated members. By doing so, we improve working life globally. The founding members of AOP are SIOP, IAAP (Division 1), and EAWOP, with CSIOP joining soon afterwards. We are very pleased to announce that we have recently welcomed two new federated members, the Brazilian Association of Organizational and Work Psychology (SBPOT) and the College of Organisational Psychologists (COP) of the Australian Psychological Society. Their joining AOP marks an important milestone toward our goal to facilitate collaboration and impact working life globally.

During the 15 years of the existence of AOP, various successful activities have been launched to reach our aims. There is lively exchange of thoughts based on the latest empirical evidence during joint symposia at our main organizational psychology congresses. We continue to build a global community of scientists and practitioners via the "big tent" initiative, which connects leadership of organizational psychology associations across the globe to promote local activities, discuss, and disseminate knowledge and best practices. Furthermore, we identified and depict our connecting themes and practices as organizational psychologists with the Declaration of Identity (check it out here: https://alliancefororganizationalpsychology.com/declaration-of-identity). Highly recommended!

For the coming years the AOP will focus on global representation and facilitation of cross-national communication and collaborations via three main activities.

- First, to meet our global goals, we will look for opportunities to expand our group of federated members and representation across the globe.
- Second, to facilitate communication and collaboration between global associations, we will work with our delegates to assess needs with an aim to substantiate and celebrate our cross-national

alignment and spark initiatives by connecting IWOP leadership during the first AOP Summit meeting. Keep an eye out for further announcements on this!

- Third and last, but certainly not least, we will continue to do what we do well: organizing state-of-the art joint symposia by our program committee, disseminating knowledge, practices, and discussions via the "big tent" and the Declaration of Identity.

We look forward to joint initiatives with organizational psychologists across the world over the coming years. AOP exists for and through its members. Please feel free to reach out to me and the Executive Committee to share your ideas and suggestions.

Kind regards,

Annemarie Hiemstra (President)
Sharon Glazer (Secretary General)
Mark Poteet (Treasurer)
Alexandra Michel (Communications Officer)
info@alliancefororganizationalpsychology.com

Obituary: Julia Levashina

Michael A. Campion & Emily D. Campion

Julia Levashina, PhD, passed away earlier this year. She leaves behind her husband, Yegor Zyrianov; her son, Vlas Zyrianov; and her daughter, Anna Zyrianov. Dr. Levashina was a wonderful scholar, colleague, student, and friend. She was an associate professor of Management at the College of Business and Entrepreneurship at Kent State University. Although she was an expert in employment interviews more broadly, she will likely be remembered best for her work on applicant faking in the selection context. Dr. Levashina pursued research on how candidates intentionally distorted their responses across multiple selection methods, including interviews, personality, and biodata measures, and also ways to minimize the opportunity for applicants to fake. More recently, she was conducting research on probing questions in structured interviews as well as interviewers' perceptions of applicant impression management behaviors. Dr. Levashina faithfully contributed to I-O psychology through her publishing and consistent participation in the annual SIOP conference. She earned her PhD from Purdue University in 2005.

Members in the Media

Amber Stark
Marketing and Communications Manager

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring SIOP members. These are member media mentions found from June 9, 2024, through Oct. 3, 2024. We share them on our social media and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O colleagues.

We scan the media on a regular basis but sometimes articles fall through our net. If we've missed your or a colleague's media mention, please email them to astark@siop.org.

Melissa Doman with practical tips for how to reduce screen time at work: https://www.fastcompany.com/91137206/10-practical-tips-to-reduce-screen-time-at-work

Susan Ashford on some of the challenges of working in isolation and some practical advice on how to address them: https://www.yahoo.com/lifestyle/working-isolation-pose-mental-health-132820331.html

Derek Avery on research in the areas of workplace diversity, diversity climates, and inclusivity in leadership: https://www.psychologicalscience.org/publications/observer/member-spotlight-derek-avery.html

Ludmila Praslova on building a sense of safety and collaboration: https://www.fastcompany.com/91145701/dont-start-with-trust-start-with-trustworthiness

Malissa Clark and **Jan de Jonge** on workaholism: https://www.washingtonpost.com/wellness/2024/07/21/workaholic-addiction-perfectionist-traits-quiz/

Nathan Bowling with two ways to deal with annoying emails and messages at work: https://www.nbclosangeles.com/news/business/money-report/2-ways-to-deal-with-annoying-emails-and-messages-at-work-according-to-psychology-and-etiquette-experts/3471823/

Ben Wigert on the decline in employee engagement, especially in millennials and Gen Z workers: https://nypost.com/2024/08/16/lifestyle/jaded-gen-zers-are-unhappy-at-work-the-great-detachment-has-taken-over/

IOtas

Jenny Baker
Sr. Mgr., Publications & Events

The top 10 new management books for 2024 by Thinkers 50 list has been released and volumes by two SIOP members are included:

- **SIOP Member Ludmila Praslova:** *The Canary Code*
- **SIOP Member Adam Grant:** *Hidden Potential: The Science of Achieving Greater Things*

SIOP Member **Angie Benda** joined the Institute for Defense Analyses (IDA) as a Summer Associate in the Human Resources Directorate located at IDA's Alexandria, VA headquarters. Angie earned her bachelor's degree in political science and psychology from the University of Iowa in 2019 and her master's degree in industrial-organizational psychology from the University of Nebraska at Omaha in 2024.